REPORT RESUMES

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A GUIDE FOR BEGINNING TEACHERS OF READING, GRADES 1-4.

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PRACTICAL SUGGESTIONS, DESCRIPTIONS OF PROCEDURES, AND SAMPLES OF RECORDS, LESSON PLANS, EXERCISES, TEST ITEMS, AND ACTIVITIES ARE INCLUDED IN THIS GUIDE FOR BEGINNING TEACHERS. THE GUIDE IS ORGANIZED UNDER THE FOLLOWING CHAPTER TITLES -- (1) LEARNING ABOUT THE CHILD, (2) CLASS ORGANIZATION, (3) BECOMING ACQUAINTED WITH MATERIALS, (4) GETTING STARTED IN READING, (5) TEACHING THE READING SKILLS, AND (6) EVALUATION OF READING. A LIST OF THE DOLCH BASIC SIGHT VOCABULARY, A BIBLIOGRAPHY OF PROFESSIONAL BOOKS AND JOURNALS, AND SUGGESTIONS FOR PREPARING PUPILS FOR THE ADMINISTRATION OF TESTS ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FOR $2.00 AS CURRICULUM BULLETIN NO. 5, 1967-68 SERIES FROM THE BOARD OF EDUCATION OF THE CITY OF NEW YORK, PUBLICATIONS SALES OFFICE, 110 LIVINGSTON ST., BROOKLY, NEW YORK 11201. (KJ)

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A GUIDE FOR BEGINNING TEACHERS OF READING

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Board of Education • City of New York

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A GUIDE FOR BEGINNING TEACHERS OF READING

Grades 1-4

Board of Education of the City of New York

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FOREWORD

The bulletin, *A Guide for Beginning Teachers of Reading: Grades 1-4,* is one of six 1967-68 publications making up New York City's Reading Action Package. This "package" is especially designed to help beginning teachers and supervisors as they work to improve the reading level of every child — New York City's primary objective. Other publications in the new Reading Action Package are as follows:

Sequential Levels of Reading Skills: Prekindergarten-Grade 12
A Guide for Beginning Teachers of Reading: Grades 5-8
A Guide for Beginning Teachers of Reading: Grades 9-12
Supervisor's Handbook in Reading: Prekindergarten-Grade 12
Beginners in Reading Instruction: Teachers and Pupils, Grades 1 and 2 (Manual to accompany in-service television workshop for teachers, Fall 1967)

It is the hope of this office that the "reading package," of which this publication is one document, will be a powerful weapon in the total armament of materials, experimentation, institutes, special programs, in-service courses, and other services which the New York City schools have assembled in their attack on reading problems. New York City is determined that *every* child shall read to his maximum ability. The publication, *A Guide for Beginning Teachers of Reading: Grades 1-4,* is another evidence of that determination. Special commendation for this practical contribution to reading improvement in our city is given to the committee, supervised by Acting Deputy Superintendent Helene M. Lloyd, who is responsible for the development of this publication.

BERNARD E. DONOVAN
June, 1967 *Superintendent of Schools*

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This bulletin, one of the six making up New York City's Reading Action Package, 1967-68, was prepared under the direct supervision of Helene M. Lloyd, Acting Deputy Superintendent, Office of Curriculum, and William H. Bristow, Assistant Superintendent, Bureau of Curriculum Development. The need for a publication of this nature was indicated by a special committee of Assistant Superintendents: Bernard Friedman, Murray Hart, Nathan Jacobson, John McCarthy, Maurice Mehlman, Max Meyers, Theresa Rakow, Sidney Rosenberg, Daniel Schreiber, Saul Siegal, and Abraham Tauchner.

Louise Matteoni, assigned to the Language Arts Revision Project (Grades 1-6) of the Bureau of Curriculum Development, was responsible for the writing of the material. Rosemary Wagner, Acting Assistant Director of the Bureau of English, and Herbert Potell of the Language Arts Revision Project (Grades 5-12) of the Bureau of Curriculum Development assisted in the design and development of the material. Harold Zlotnik, then Acting Director of English, participated in the initial stages of the project.

For reading the manuscript and making valuable suggestions for revision, we are grateful to: Mary Halleron and Theresa Rakow, Assistant Superintendents; Martha Froelich and George McInerney, supervisors in elementary schools; Ruth Adams, Assistant Professor, The City College; Ethel B. Cutler, Coordinator, Corrective Reading Services Title I; Ruth Lavin, Reading Consultant; Alice Harwood, Assistant Director, Bureau of Early Childhood; Marguerite Driscoll, Chairman, Language Arts Revision Project (Grades 1-6) of the Bureau of Curriculum Development.

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The editing and production of this publication were under the direction of Aaron N. Slotkin, Editor, Bureau of Curriculum Development. Lillian Amdur and Eleanor Shea edited the manuscript for publication. Ruth Eriksen did the printing production and page layout, and Simon Shulman was responsible for the cover design.

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INTRODUCTION

This bulletin has been prepared for the beginning teacher as a step-by-step guide to the teaching of reading in the primary school. It is designed to help her formulate her reading plans and procedures and to give her a foundation for future instruction.

There are many approaches to the development of skill in reading. Among those currently in use are the Basal Reader Approach with a built-in methodology and a teacher's manual to provide step-by-step guidance, the Language Experience Approach which takes advantage of the interests and experiences of the child to produce individual materials for his reading lessons; the Individualized Reading Approach which permits the child's individual selection of books which he reads at his own rate and for his own purposes, with instruction in skills geared to his specific needs and demonstrated weaknesses.

The last two approaches require a teacher thoroughly familiar with reading materials and experienced in planning and implementing a program of skills. For this reason, the beginning teacher is frequently asked by her supervisor to follow a basal reader approach because of the extra guidance the materials give to an inexperienced teacher.

The teaching suggestions in this bulletin, therefore, are geared to the teacher's use of the so-called Basal Reader Approach. If the teacher is using one of the recent innovative types of readers (e.g., books using different (i/t/a) alphabet characters or a series which has a linguistically structured content), she will note some variation in the teaching of word-attack skills between this brochure and the manuals of such series.

This bulletin gives specific suggestions for:

determining (from existing information) the reading level of the child

grouping children for instruction as a result of the above assessment

becoming acquainted with materials, for the teacher and the pupil

getting started in reading — class management, planning reading time, specific lesson suggestions

teaching the reading skills — illustrative lesson plans
evaluating reading progress.

As the teacher gains in experience, she adapts the lesson plans and suggested activities of the basal reader to her children's needs. She adjusts her materials of instruction and her approach to include materials beyond the basal reader. With her supervisor's help, she may decide to use an approach different from the basal reader with one group or with her entire class.

The emphasis in this bulletin has been placed on practical procedures that can be followed by teachers without advanced technical background or special preparation. If the bulletin helps the beginning teacher by seeing her through her initial preparation for teaching reading, it will have achieved its purpose.

CHAPTER ONE

Learning about the child

The first essential of a good teaching-learning situation is the teacher's knowledge of the children — their past performance, their present status, and their readiness for learning in a given area. In Grade 1, as in every grade, the teacher makes an effort to secure a reliable picture of the learning situation in her class, but in this grade she must wait until she has had the opportunity to observe the children in action. There are no previous records or teachers to consult, unless, of course, the child has been in kindergarten in the school.

Assessing children's background

When the teacher has had the class for a few weeks, she is likely to have observed a wide range of abilities and previous learning experiences among the children. She may find:

- **children with conceptual and language development commensurate with their age**
- **children with adequate language development who have had preschool reading experiences**
- **children with a meager experiential background, a low level of conceptual development, inadequate vocabulary and language control with which to communicate satisfactorily with their classmates, the teacher, or other adults in school.**

Determining readiness for systematic instruction — Grade 1

The teacher initiates the comprehensive language arts program described in the *Handbook for Language Arts* (Pre-K to Grade 2)[1] and carries on the suggested activities (see also Chapter Four). She determines each child's readiness for systematic instruction in reading by observing the extent to which he:

- speaks spontaneously and clearly, articulates most consonant sounds correctly, uses fairly adequate vocabulary, engages in conversation, asks questions
- is interested in the books the teacher is reading to the class, likes to interpret or read a few words he knows, shows an interest in "reading" books by himself even when book reading is not being stressed in the class
- has adequate vision, hearing, and motor coordination
- shows ability to distinguish similarities and differences in pictures, colors, letters, numbers, words, and sentences as he sees them in his environment; identifies words that begin with similar sounds and words that rhyme.

The teacher may administer the *New York City Prereading Assessment*[2] and use the results as a check on her own observations. Her decision as to each child's readiness will be based on a composite of these assessments.

When the teacher decides that those children who have special problems of concept and language development are not ready for formal reading instruction, she continues to stress those activities designed to strengthen concept and language development. She includes each of these children in reading instructional groups as soon as possible. When in any doubt, she decides in favor of systematic instruction.

For those children who are already reading, the teacher provides materials to reinforce and extend the skills already known. She instructs these children at the reading level at which they appear when they enter school.

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[1] Board of Education of the City of New York. *Handbook for Language Arts: Pre-K, Kindergarten, Grades One and Two* (Curriculum Bulletin No. 8, 1965-66 Series).

[2] ________________. *New York City Prereading Assessment.* Bureau of Educational Research, 1967.

Using records and personnel — beyond Grade 1

The teacher has access to records which provide her with information on pupil performance. Whenever possible, it is desirable to study these records on the days the teacher reports to school before the actual start of classes.

Primary sources of information for rapid appraisal

Cumulative Record Card — record of the child's personal and educational progress

- Upper face — information about attendance
  - number of schools attended
  - excessive absence which may have caused child to miss day-by-day sequential teaching
  - retention in grade
- Lower face — educational progress
  - reading *on grade level* — child is rated E (Excellent), G (Good), F (Fair), or U (Unsatisfactory)
  - reading *below grade level* — no rating; teacher has written her estimate in half-year intervals (e.g., 2.5 = second year, second half level)
  - last line — language competence for children for whom English is a second language

Test Data Card — results of standardized tests; note *date* of test

- Reading test — Metropolitan Reading Achievement Test scores indicated by years and months (e.g., a score of 2.7 indicates a grade score equivalent to the second year, seventh month)

Health Record Card

Vision	Congenital abnormalities
Hearing	Excessive absence
Chronic illness	

Notations of previous teacher re:

- Children who work better when apart

Children who need special handling due to lack of motivation

Amount of parental support to be expected

Distinctive personality traits

Relationship between standardized reading score and child's actual ability

Secondary sources of information

These may not be available in all schools since they are planned for by the individual school or district rather than on a citywide basis.

Reading Record Card (note *date* of last entry)

Purpose: to give a more precise diagnosis of reading skill needs

Contents: list of readers which the child has read
indication of child's instructional level
indication of skills in which child needs help

Class Analysis Sheet contains information about

Age
Sex
Reading grade
Strengths and weaknesses in reading
Last reader read
Comments by the teacher

Corrective Reading Teacher: for children beyond the third grade level (in some cases, second grade) who have received remedial help

Guidance Counselor: for those children presenting special problems of adjustment

Supervisory Personnel: for insights into children with special problems

Using any combination of the above, the beginning teacher, in the days immediately preceding the start of the instructional day, may become familiar with the children in her class and tentatively formulate seating and grouping plans. Once the teacher has met her class, other methods of appraisal are available to her. These may take the form of continuing observation of the child as he interacts with the school program and the use of evaluative instruments constructed by the teacher or specialists for specific needs.

Ongoing procedure for continuing appraisal

Teacher observation

Record keeping

Notebook with one page for each child kept in anecdotal fashion with each entry dated, e.g.,

Oct. 15 — knows all words on Dolch list
Oct. 27 — cannot make inferences — p. 34 of basal reader

Rexographed checklist similar to the one on pages 6-7.

Index card record for each child

Frequency of recording

Behavioral clues, oral reading, and silent reading (see the checklist) — at the beginning of the school year, before each report card period, at close of the school year, or when child is being transferred.

Word-attack techniques and comprehension (see the checklist) — before each report card period and upon completion of a reader

In observing her children as they read, the teacher may want to keep in mind the items on the checklist. She may reproduce that part of the list on which she wishes to concentrate her instruction with columns added for appropriate checkoff of the skills at rated intervals. If it is available, the teacher may prefer to use the Reading Record Card (confer with supervisor as to advisability).

Testing (see Chapter VI)

Informal Textbook Test (see page 91)
Dolch Word List (see Appendix A)
Teacher-made tests
Published tests — *The Weekly Reader* test
Test exercises in supplementary materials — *Reader's Digest Reading Skill Builders*
New York City Prereading Assessment

CHECKLIST FOR READING DISABILITIES

Behavioral Clues

....Dislike for reading
....Poor attention
....Lack of perseverance
....Symptoms of visual or hearing difficulties
....Difficulty in remembering material read
....Emotional disturbance and nervous tension when reading

Oral Reading

....Word-by-word
....Misuse of punctuation
....Mispronunciations
....Hesitations
....Substitutions
....Repetitions
....Insertions
....Omissions
....Reversals
....Poor phrasing
....Unsatisfactory eye movement

Word-Attack Techniques

....Guesses
....Does not try
Fails to use
    ....Configuration clues
    ....Picture clues
    ....Context clues
Inadequate use of
    ....Phonic analysis
    ....Single consonants
    ....Consonant blends
    ....Consonant digraphs
    ....Single vowels
    ....Vowel digraphs
    ....Diphthongs

Fails to use

- ....Structural analysis
- ....Compound word
- ....Prefixes
- ....Suffixes
- ....Root words
- ....Inflectional endings
- ....Contractions
- ....Abbreviations
- ....Syllabication
- ....Accent

Silent Reading

- ....Subvocal reading
- ....Pointing
- ....Poor posture
- ....Short attention span
- ....Fidgeting
- ....Book held too close to eyes
- ....Book held unsteadily

Comprehension

- ....Does not understand what he has read
- **Specific difficulties with:**
    - ....Main ideas
    - ....Details
    - ....Sequence
    - ....Inference
    - ....Critical reading

Work-Study Skills

- ....Limited knowledge of specialized vocabulary
- ....Insufficient ability in the use of pictorial and tabular material
- ....Lack of efficiency in using basic reference material such as the dictionary
- ....Inappropriate application of comprehension skills

CHAPTER TWO

Class organization

The teacher gives instruction to the entire class, to small groups, and to individual pupils. The formation of groups for more effective instruction requires an understanding of the purposes and procedures.

Purposes

The purposes for forming class groups are:

to narrow the wide range of reading ability

to provide smaller groups in which children may be instructed in their specific needs

to involve pupils more directly in the instructional process.

Bases for grouping

The bases for groups are:

readiness and maturity (particularly important at first-grade level)

reading grade level (for selection of basal reader)

special needs group

based on need for instruction and practice in a particular skill regardless of reading level

reading interest group
  subject of mutual interest
  subject related to content area

Characteristics of groups

Flexibility

Groups are formed and re-formed readily in terms of instructional needs and developing interests.

Purposeful activity

Children know why they are working in a particular group.

Work must be related to an immediately completed or immediately anticipated reading experience.

Ability to work independently

Children's ability to work independently influences the point at which group work may start.

Children need clear, definite instruction:

- know exactly what is expected
- understand the directions
- have access to the necessary materials.

Procedures

The teacher consults with the supervisor, grade leader, or buddy as to when she is to begin group work.

The teacher ascertains the level at which each child is reading (see Chapter One).

The teacher prepares a profile of reading levels as indicated on the following page. Although this may seem to require a great deal of work, it provides the teacher with a concise summary of the reading levels in her class on one chart rather than on a number of separate cards and/or sheets.

SAMPLE PROFILE SHEET

CLASS __________ DATE __________ TEACHER ____________________

Child's Name	*Std. Rdg. Test Date __ Grade __*	*Inf. Rdg. Test*	*Tchr. Est.*	*Lang. Comp. for N.E.*	*Inst. Rdg.* Grade Level*
1.					
2.					
3.					
4.					
5.					

*** Std. Rdg. Test = the reading score on the last standardized test given**
Inf. Rdg. Test = Informal Reading Textbook Test (where given)
Tchr. Est. = Teacher's Estimate (from Cumulative Record Card)
Lang. Comp. for N.E. = Language competence for non-English (according to scale A, B, C, D, E, F as recorded on Cumulative Record Card)
Instr. Rdg. Grade Level = Instructional reading grade level for grouping purposes (This is determined by weighing the evidence in the previous columns and arriving at a grade level which represents a composite of the various levels noted.)

The beginning teacher begins with no more than two groups. Children on the fringe should be included in the group reading on the level nearest their level.

EXAMPLE NO. 1

Class 3-3 (register 30) has the following reading levels:

Mainland Children		***Second Language Learners***
4 children on 3^1 **10 children on 2^2** **5 children on 2^1**	**- - - - - 2^2 - - - - -**	**2 children on "C" competency level, 2-2 reading level**
2 children on 1^2 **1 child on primer** **2 nonreaders**	**- - - - - 1^2 - - - - -**	**3 children 1½ years in country, below "C" competency level** **1 new arrival**

Children in the 1^2 and 2^1 reading levels are reevaluated and grouped in either the higher or the lower reading group.

EXAMPLE NO. 2

Class 4-6 (register 28) has the following reading levels:

2 children read on 5^1 level
3 children read on 4^2 level
9 children read on 4^1 level
7 children read on 3^2 level
6 children read on 3^1 level
1 child reads on 2^2 level

Suggested grouping: 4^1 and 3^1

Reevaluate children in 3^2 group to ascertain ability to stretch to 4^1 level, or need for reinforcement on 3^1 level. The child on 2^2 level needs special help.

Group 4^1 and 3^2, if most of children on 3^1 level can stretch to 3^2.

Where children are grouped in levels above their instructional level, the teacher discusses ways of helping these children with the C.R.T. (if any), a buddy teacher, or the assistant-to-principal. These procedures include:

giving the child a workbook and reader on the level at which he can be guided to work independently (being certain, however, that he has not received instruction in the reader previously)

helping the child individually for a few short periods during the week

assigning a "reading buddy" from a more advanced group to sit with the child and help him. (This must be done carefully, sparingly, so that the bright child does not lose instruction.)

The teacher plans for children who read on a higher level than the group by:

providing more difficult library books or supplementary readers on a higher level

giving them extra assignments involving the use of resource material, such as an encyclopedia, a biography for social studies, current events, additional book reports, additional reading on unit problems involving a source other than that being used by the class

giving opportunities for independent work on their level

having them take charge of the class library

instituting a form of individualized reading later in the year.

Management of groups within a reading lesson

General suggestions

1. All work should be corrected; children usually correct the work jointly and the teacher checks.
2. The teacher is aware of *all* children during the lesson, not becoming so engrossed with one group that she does not see the other group and, therefore, does not see the children who are not working or who are disturbing others.
3. Children must be trained to work quietly; a slight hum is necessary and permissible. Children must be taught to hold their questions and not interrupt the teacher while she is working with another group. Routines should be established so children know exactly what to do when assistance is needed.
4. Pupil leaders can be trained to assume responsibility for routines.

Plan for teaching reading to two groups

	GROUP I	GROUP II
First Day	Independent Assignment — Instruction	Instruction — Independent Assignment
Second Day	Instruction — Independent Assignment	Independent Assignment — Instruction
Third Day	Whole Class Instruction	
Fourth Day	Independent Assignment — Instruction	Instruction — Independent Assignment
Fifth Day	Instruction — Independent Assignment	Independent Assignment — Instruction

This plan is flexible. It may be followed any number of times but it is also varied so that on any one day — the fourth, for example — it may be as follows:

> Instruction in a particular skill for children from Groups I and II who demonstrate need in this area
>
> Independent assignment for the rest of the class.

Step-by-step procedures

1. Children are told to take out reading materials: reading workbook, pencil, folder, etc. (Note: readers are not kept in the desk.)
2. Children proceed to reading group seats. These are assigned as soon as the groups are formed.
3. The teacher gives a "holding assignment" to the group with which she intends to work to prevent wasting time and to prevent disciplinary problems. This assignment must be:

    short so that it may be accomplished in five to ten minutes
    easily understood since no time should be taken to explain it
    accessible on board or chart
    easily checked as soon as the teacher returns to the group.

Typical "holding assignments" at various reading levels

Grade One:

- matching lower- and upper-case letters
- matching capitalized words with those not capitalized
- matching numbers to pictures or to words

Grade Two:

- alphabetizing
- classifying
- writing sentences for four to five review words

Grades Three and Four:

- practicing with Contents or Glossary
- adding suffixes to words
- finding synonyms, antonyms
- finding pages on which indicated words appear in the dictionary

Independent assignments

After the children have started the "holding assignment," the teacher moves to the other group to explain the independent assignment.

Assignments are based upon previously learned material and are extensions or applications of skills taught.

Assignments are carefully planned and short enough so that children may accomplish the work within the indicated time.

Assignments are ready on the chalkboard, tablet, or on rexographed sheets before the children arrive.

Assignments are carefully explained so that children know exactly what to do and how to do them.

All necessary materials are on hand or readily accessible with a minimum of confusion and disturbance.

Children know exactly what to do in the event the assignment is finished before the teacher is free to return to the group. Some activities in which children may engage are:

- reading a book from the class or school library
- playing a reading game
- finished a game previously started, etc.

Assignments are carefully reviewed upon completion and marked.

The directed reading lesson

The teacher returns to the group doing the "holding assignment." She quickly corrects this assignment and teaches the reading lesson to this group.

Teaching the class as a whole

The teacher combines her groups and teaches the class as a whole to meet such common needs as:

- instruction in the recognition of a particular phonic element
- instruction in structural analysis
- instruction in or reinforcement of a reading comprehension skill
- practice in reading to follow directions
- explanation of assignments
- common reading of supplementary materials
- instruction in the use of a reading game that will then become one of the independent activities
- common experience (picture, phono-visual activity, poetry or story, content area experience) from which oral vocabulary can be developed.

CHAPTER THREE

Becoming acquainted with materials

This chapter gives the teacher an overview of specific aids available to her in planning and implementing the reading program. These aids make the instructional program more effective. Some materials are used in all schools throughout New York City; others are used in some schools.

Nature of the material

Material for teacher use

1. Board of Education publications give the scope and sequence of the reading program. Among these publications, those particularly applicable at the primary level are:

   Handbook for Language Arts: Pre-K, Kindergarten, Grades One and Two

   Handbook for Language Arts: Grades 3-4 (publication, Fall 1967)

   Sequential Levels of Reading Skills (publication, Fall 1967)

2. Basal reading series

   Teacher's manual

   Introductory pages discuss the approach to reading, the organization of the material, general teaching techniques, suggestions for evaluation.

   Specific lesson plans for every story in the book provide a page-by-page guide to the development and reinforcement of vocabulary and comprehension skills.

Specific skill lessons with reference to the appropriate workbook pages extend the skill instruction through other related materials.

Big Book (on preprimer level)

Word and phrase cards

Filmstrips and records

3. School- and teacher-prepared material — lesson plans, general teaching suggestions, book lists
4. Professional books on the teaching of reading (see Appendix B)

Material for pupil use

1. Basal readers in graded series
2. Related workbooks, pictures, word and phrase cards
3. Audio-visual materials
4. Classroom and school library — many books on different levels of reading skills
5. Material for independent work — games, picture books, etc.

Selection of materials

The inexperienced teacher is usually asked to use the basal reader because of the specific guides and teaching suggestions which are provided. The choice of the reading series is usually determined by the supervisor in consultation with key personnel. A school may have one basal series and a number of cobasal series. As the teacher gains in experience, she is able to evaluate available material in the light of the needs of her children and the content presented.

Some schools use the more familiar conventional readers. Others have introduced more recent series which reflect the multi-ethnic, urban life of the children. These include:

Bank Street Readers, Macmillan Co. — readiness to Grade 3

Chandler Language-Experience Readers, Chandler Pub. Co. — readiness to Grade 1 (completion of Gr. 1-3 is scheduled for 1967)

City Schools Reading Program, Follett Co.—preprimer to Grade 1

Skyline Series, McGraw-Hill Book Co. — supplementary readers — Grades 2, 3, 4

Use of material

There are basic considerations to keep in mind in the use of basal readers.

- Instruction through the basal reader alone is never to be regarded as the whole program for reading instruction. The basal reader of a particular series is used in conjunction with basal readers from other series, supplementary readers, library books, literature books, books in content areas, magazines, experience charts, newpapers, and other materials.

- The basal reader used by a child should fit his *instructional* reading level. (See Chapter I for determining reading level.) A child, however, should not repeat a reader he has read in a previous grade.

- The skills taught through basal reader lessons should meet the specific reading needs of the children.

  The teacher introduces each new skill *at the time it is needed* instead of waiting until a group of children reach the point in the reader at which the particular skill may be introduced. (A skill needed by pupils, but not provided for in the basal reader, should be introduced through other material; practice in the new skill should be provided. For example, the teacher may use the *Weekly Reader* or similar current events publications to develop the skill of finding the main idea when expressed as a headline.)

  A reading record should be maintained for every child and sent to his next teacher as part of the child's permanent record (see Chapter I).

  The basal reader used for instructional purposes is to be kept in school.

  The basal reader is not to be kept in children's desks but rather is to be distributed to the pupils at each reading period in order that the material selected for teaching purposes may be fresh and appealing to children.

Workbook exercises follow, never precede, the initial teaching of a skill. They provide practice and testing of a skill introduced in the basal reader. It is important that the new skill be taught effectively before the workbook exercises pertinent to that skill are used. Exercises are used judiciously: some may be omitted, some may be used when needed, and still others may need to be adapted to fit the children's needs. All however, should be checked by the teacher.

- **Use of the basal reader above the child's grade level is recommended only when the child has acquired proficiency in all the prerequisite skills. It may therefore be wiser to:**

  refine or extend the skills they have learned than to advance at once to the next reader

  use other materials such as textbooks in social studies and sciences, trade books, magazines, newspapers, reference books.

- **Basal readers need not invariably be followed page by page and story by story. The experience and skill of the teacher and the broad design of a district's or school's reading policy are important factors in determining how closely a class will adhere to the sequence of presentation in a basal reader.**

Suggestions for the inexperienced teacher:

It is suggested that the beginning teacher adhere in general to the sequence of stories as presented in the basal reader or readers selected for her class until she:

knows well the skills involved in reading and their sequential levels of growth
has the ability to analyze the skill needs of her pupils
has mastered the techniques for teaching the skills

It is suggested that the beginning teacher make effective use of the following materials for teachers provided with the basal readers:

the teacher's manual
guidebooks
annotated editions of the readers

CHAPTER FOUR

Getting started in reading

Establishing routines for reading

In the first grade, the class is taught as a whole for a longer period of time than in the later grades as much of the classroom time is spent in establishing school and classroom routines. In the second, third, and fourth grades, the teacher delays group work in reading until she has checked routines with the entire class to the point where children work and move independently and quietly. This period of orientation or training varies in length with the maturity of the children and the experience of the teacher. Generally, two weeks should be sufficient.

Before the teacher meets the class (grades 2-4), she:

arranges a tentative seating plan, taking into consideration physical needs (vision and hearing), social and disciplinary needs

organizes and labels cupboards and closets to facilitate children's movement when they need various materials

plans in detail the first day's activities and in general the week's outline in language arts; modifies as children share in planning.

In addition to the usual procedures and precautions, the teacher will observe that in the arrival, dismissal, and passing through the halls, certain procedures and practices are indirectly related to the effectiveness of the reading lessons. The teacher gives the class direct instruction and records such instruction on charts which become reading materials in such activities and behavioral patterns as:

- entering and leaving the class individually and in groups
- arranging seating for whole class instruction
- moving about the room from one activity to another
- changing seats and rearranging chairs for group instruction
- establishing desirable "codes" or standards for clasroom behavior
- using pupil helpers or group leaders to distribute and collect materials, giving assistance where needed
- caring for and handling books
- working quietly and independently at an activity.

In order to maintain good order and efficient working conditions, the teacher works with the class as a whole until the above routines are well established. If the teacher

- introduces one new or different procedure at a time
- clearly defines the boundaries within which children are to operate (amount of talking, purposes for movement)
- consistently adheres to established routines
- maintains a well-balanced program (neither too rigid nor too informal, with a variety of activities)

and persists until the above four guidelines are well established, she will find that she is in control of the classroom and will be able to apply her *teaching* procedures effectively.

Planning reading time

In deciding how much time and what part of the day is to be spent in a reading period, the teacher takes into consideration the children's maturity and the general program for the day. Very young or immature children cannot be held to a sedentary activity for more than 15 or 20 minutes. For these children, the teacher plans 2 or even 3 reading periods interspersed with other activities during the day. Older children have a longer attention span. For these children, the teacher plans a 30-minute reading period. In order to insure that both reading groups get direct instruction during the day, the teacher plans two reading lessons — one in the morning, the other in the afternoon.

Planning reading activities — prior to grouping

The activities below have been found to be especially useful prior to grouping children for instruction in the first grade. They also may be used with small groups. The teacher is aware of children's responses and degree of participation. She adds the information gained through this informal observation to everything she knows about her children in order to have a better basis for her decision to start or delay formal reading instruction with particular children. In higher grades these activities should be used selectively according to the needs and abilities of the children.

Developing auditory and visual perception

Children need opportunities for experiences that will sharpen their sensory perceptions and develop the auditory and visual distinctions essential in reading. These experiences are varied and numerous. The teacher provides many listening experiences to strengthen auditory discrimination and memory through games, stories, songs, nursery rhymes, recordings, and radio programs. She provides seeing experiences to develop visual discrimination and recall through trips, pictures, filmstrips, motion pictures, television programs, and games with objects, forms, letters, and words.

Activities to develop auditory perception:

- identifying *gross* (loud, distinctive) *sounds:* tearing paper, ringing bells, clapping hands
- identifying *less gross sounds:* cutting paper with scissors, breaking a piece of chalk, rattling keys
- identifying rhyming words in *familiar* context, such as "Little Jack *Horner*/Sat in the *corner*" and similar combinations in Mother Goose and other rhymes
- identifying rhyming words in *unfamiliar* context, such as teacher-composed rhymes like "Mary, dear,/come here."
- supplying rhyming words for riddles, like "I rhyme with *moon.* You eat with me. What am I?" (spoon)

identifying rhyming words in oral series

In a controlled series, the child identifies a word that rhymes with the first word given, such as:

boat boy *coat* book

In an uncontrolled series, the child must find any two words that rhyme without being cued by the beginning word:

father *small* cake *ball*

supplying rhyming words in quick response to a word heard, such as "Who can think of a word that rhymes with *shoe?* (blue) With key? (see) With *and?*" (hand)

supplying words starting with the same initial sound as a word spoken by the teacher, such as "Who can think of a word that starts with the same sound as the word *doll?*" (desk, door, dog) "as the word baby?" (boy, book, ball)

strengthening auditory memory by imitating sounds: clock, train, animal sounds

strengthening auditory memory by reproducing sounds in varying rhythmic patterns, such as clapping hands or striking a triangle four times in even rhythm, or four times with two pairs and a pause between them

strengthening auditory memory by following oral directions. These include a developmental series like this:

one direction:	**"Shake hands with me."**
two directions:	**"Go to the front of the room. Tell the children your name."**
three directions:	**"Go to the board. Draw a ball. Then erase it."**
four directions:	**"Walk to the window. Look out. Tell us one thing you see. Hop to your seat."**

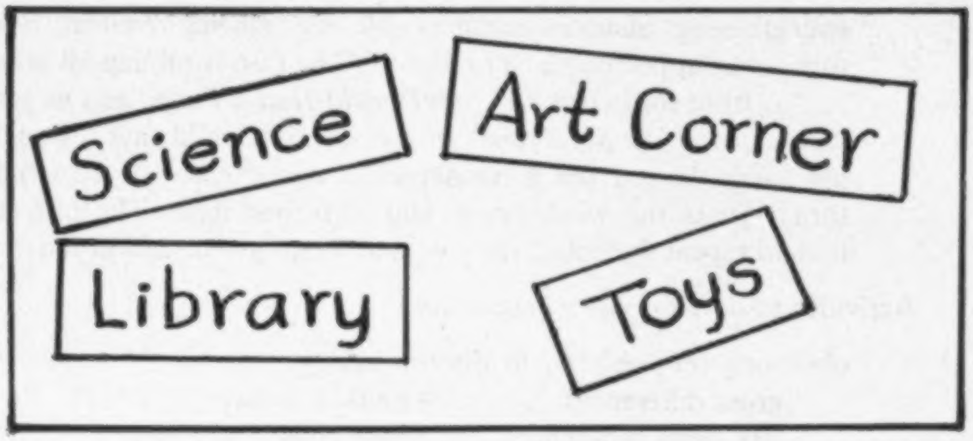
strengthening auditory memory by reproducing stories read or told: retelling the story in sequence; telling principal events in sequence.

strengthening auditory memory by supplying the missing word that fits the context. The teacher gives a sentence orally, like "I saw a cat . . . the milk" (accept any suitable word) or "I saw a . . . hopping on the ground" (missing word must begin with the same sound as *red,* i.e., *robin*).

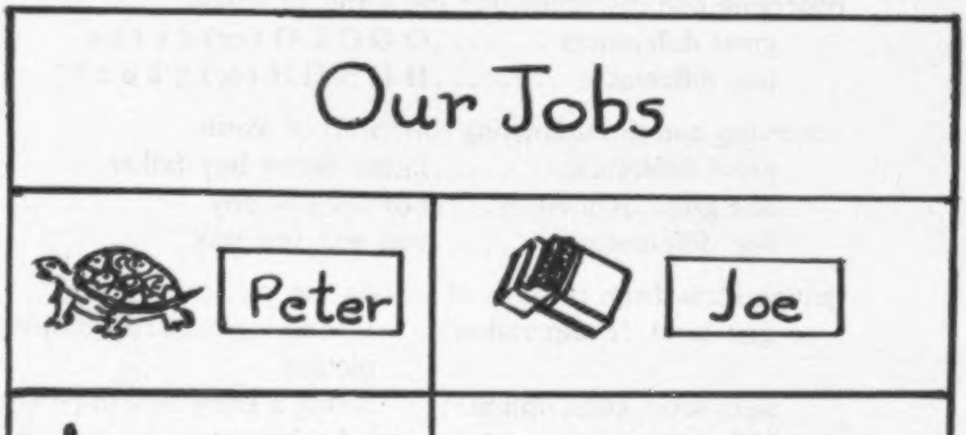
strengthening auditory memory by reproducing context heard, such as from poems like *The Rain* ("The rain is raining all around . . ."), from songs like *Old MacDonald Had a Farm*, and in games such as *I Packed My Trunk*. In this last, one child says, "I packed my trunk. In it I put a handkerchief *and a coat*." Each child in turn repeats the whole story and adds one item. The last child tries to repeat the entire story with all items given, and in sequence.

Activities to develop visual perception:

- observing real objects, to discriminate
  - gross differences .... 4 balls, 1 eraser
  - less gross differences.... 3 blue balls, 1 red one
  - fine differences .... 4 red balls, one with a band
- observing pictures of objects or people, to discriminate
  - gross differences .... 3 dogs, 1 child
  - less gross differences.... 3 apples, 1 pear (difference may be in color, size, shape)
  - fine differences .... 3 bowls of different sizes
- observing and arranging geometric forms
  - matching circles to circles, squares to squares, etc.
  - arranging forms (can be felt shapes, to be placed on flannel board) in teacher-directed sequence
- observing and discriminating the forms of letters
  - gross differences .... O O O L O (or) e e t e e
  - fine differences .... H H N H H (or) h h h u h
- observing and discriminating the forms of words
  - gross differences .... father father boy father
  - less gross differences.... boy toy boy boy
  - fine differences .... was was saw was
- getting ideas from pictures of objects, people, actions
  - first level (enumeration): identifying separate objects in picture
  - next level (description): seeing a story idea in picture
  - higher level (interpretation): inferring conversation; predicting what might happen next in the story
- connecting ideas with printed symbols is encouraged by printing and posting placard labels to designate functional areas of the classroom, like those on the following page.


Science
Art Corner
Library
Toys

connecting ideas with printed symbols is also encouraged by a work chart that shows a picture and a printed title of the room-duty assignment, with an assigned child's name printed on a card beside the assignment identification, like this:


Our Jobs
Peter
Joe
Bill
Ann

strengthening visual memory by retention of the visual image of *real* objects: A series of objects may be displayed, then covered. One object is removed or added. The objects are uncovered again. Children try to identify the object that was removed or added.

strengthening visual memory by retention of the visual image of *pictured* objects: A series of pictures is shown. The children observe the pictures, then close their eyes so the pictures may be rearranged. On signal, children open their eyes and observe the new order. They try to reproduce the original sequence. To vary this activity, pictures can be taken away or added instead of, or in addition to, shuffling them.

A sample work sheet for exercise in visual perception is reproduced on the following page.

Developing listening comprehension

Since the language arts are so closely interrelated, experiences in one area provide readiness for or reinforcement of skills in another area. The development of listening comprehension for specific reasons is closely related to these same skills in reading.

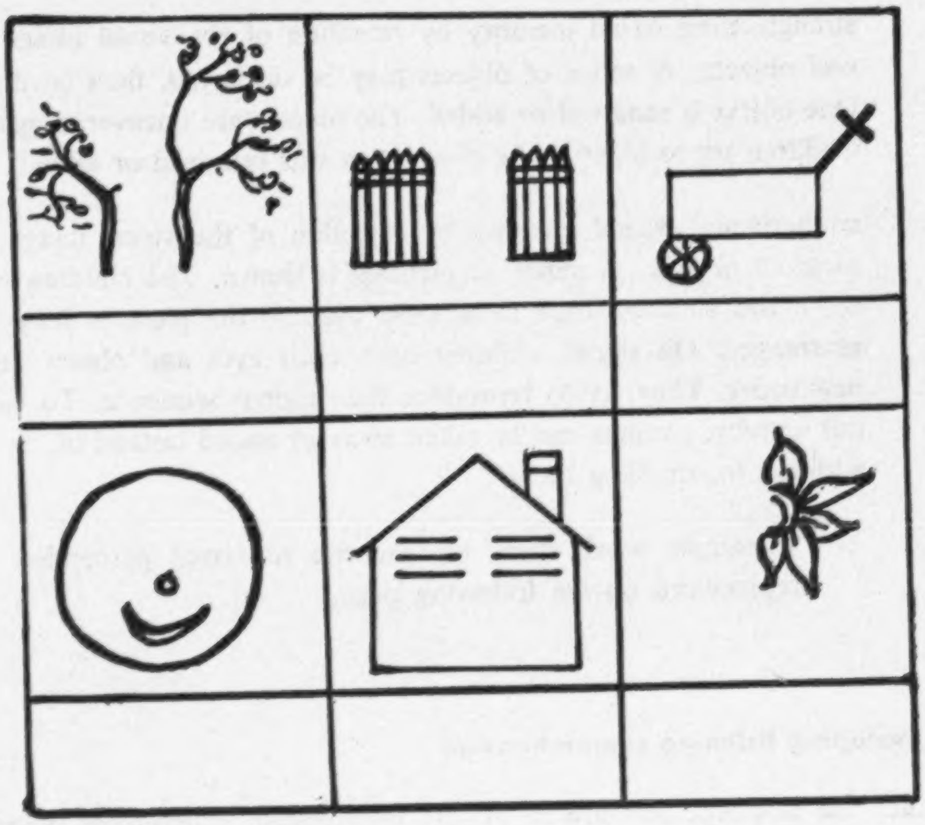
LISTENING TO FIND THE MAIN IDEA AND NOTE DETAILS

The teacher:

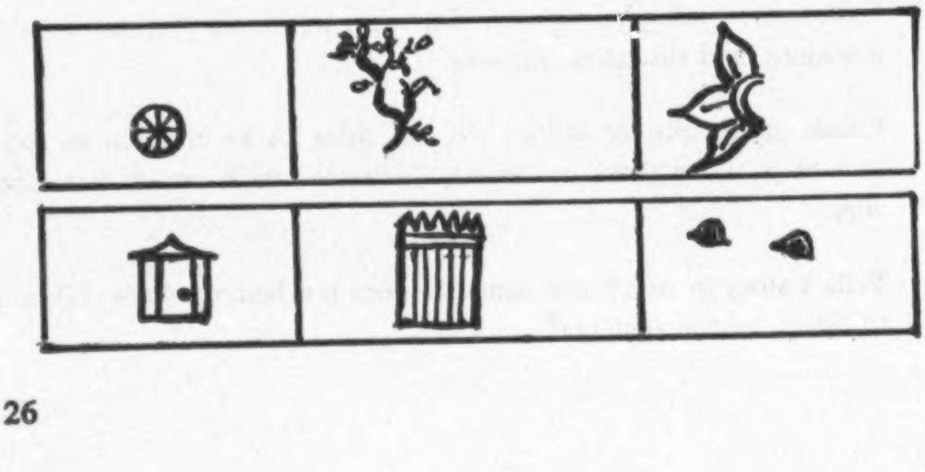
Uses stories, informal reports, filmstrips, television programs. Asks questions and discusses answers.

Reads paragraphs or stories without titles. Asks children to suggest titles. Lists these on board; discusses which one is best and why.

Tells a story in which one sentence does not belong. Asks children to listen for the sentence.



Cut out the pictures below. Paste each in the box under the picture where it belongs. Draw the missing part in the picture.



Describes or pantomimes a familiar story of a TV character. Asks children to listen to identify.

Guides children to listen for the main idea. Gives short anecdotal account of everyday happening in class, school, or neighborhood. Asks *who* or *what* questions to check understanding. Clears up any misinterpretations.

Provides opportunities for the children to go beyond the main idea and find details that help to expand it. Asks questions beginning with *who, what, how, why, where*. Leads discussion in which children explore further the relationships noted. At times includes questions which cannot be answered from the information at hand.

Suggested books for the above: *Rosa-Too Little*
Whistle for Willie

LISTENING TO DETERMINE SEQUENCE

The teacher:

Reads or tells a story and asks questions: What happened first? Next? Last?

Plans a dramatization, using similar questions.

Displays a series of pictures and relates the story they illustrate; later places pictures on chalk ledge in nonsequential order; asks questions: What happened first? Next? After that? Children then rearrange pictures in sequential order.

Gives a brief account of familiar activities of children and animals in which the sequence of action is mixed up: When Johnny went home yesterday afternoon, he played a game, got into bed, put on his play clothes, and ate his supper. Teacher asks: What should Johnny have done?

Reads or rereads a story or poem with sequential action; calls several children to front of room; asks questions to recall sequence of time and incidents.

Suggested books for the above: *Little Red Hen, Six Foolish Fishermen*

LISTENING TO DRAW INFERENCES AND PREDICT OUTCOMES

The teacher:

Shows filmstrip, tells, or reads a story; at times stops just before climax; elicits main idea and related details; then helps children to "see between the lines" by asking questions: What do you think happened before? What might happen if? Why are they acting as they do? How do you think the characters feel? How can you tell? What would you do? How do you think the story will end?

Tells riddles; gives one or two clues, e.g., I'm thinking of the name of something you like to drink. It has no taste, no color, no smell. (additional clues: We use it hot or cold. We must not waste it.) What is it?

Suggested books for the above: *Snowy Day, The Hare and the Tortoise, My Dog Is Lost*

Developing skill in speaking

These experiences are helpful in giving the teacher an idea about the language development and ability of her children. As she engages the children in discussion, she notes the extent of the child's vocabulary and his manipulation of the grammatical aspects of the language.

Suggested activities include:

discussion about topics and problems of concern to children. A topic might be: Comparing a story told by the teacher and seen in a filmstrip. A problem might be: What should we do to be safe in the classroom? How can we make newcomers in the class feel at home?

informal reports on books, TV programs, movies

storytelling

play experiences with a toy telephone

reports of individual experiences and activities such as: *my first ride on a subway*

A more structured approach to language experiences which has been suggested for children of limited language background centers about a picture.

ORAL PICTURE STUDY

The only material needed for this lesson is a good action picture large enough for all to see which may be found in a magazine or children's book. The picture should represent three or four children and several other objects involved in an activity (e.g., two girls jumping rope on the sidewalk with two boys watching them, one boy pulling a wagon. The setting is typical inner city).

The teacher presents questions which require *negative* answers:

> "Does this picture show that *mice are jumping rope?"* The teacher shows the children how to answer the question. They must first turn the statement into a question: "Are mice jumping rope?" "No, mice are not jumping rope. Girls are jumping rope. There are no mice in this picture." "Does this picture show that *mice are jumping rope?"* "No, this picture does not show that *mice are jumping rope."*

The teacher continues with other questions which require *negative* answers.

> "Does this picture show that *boys are jumping rope?* Are boys jumping rope?" "No, girls are jumping rope. The boys are standing here and here. No boys are jumping rope. No, this picture does not show that *boys are jumping rope."*
>
> "Does this picture show that *a girl is pulling a wagon?* Is a girl pulling a wagon?" "No, the girls are jumping rope. A boy is pulling a wagon. No, this picture does not show that *a girl is pulling the wagon."*
>
> "Does this picture show that *a boy and a girl are jumping rope?"*

The teacher also presents questions which require *affirmative* answers.

> "Does this picture show that *the girl with the blue dress is jumping rope?"* "Yes, it does." "How do you know?" "This girl has a blue dress. She is jumping rope."
>
> "Does this picture show that *the boys are watching the girls?"*
>
> "Does this picture show that *one boy is pulling a red wagon?"*

The teacher presents questions which cannot be answered by referring to the picture.

> "Does this picture show that *the two girls are sisters?"*
>
> "Does this picture show that *the boys want to jump rope?"*

"Does this picture show that *the boy in the red shirt is hungry?*"

The teacher asks questions which require the identification of the referrent for the pronoun used.

"Does this picture show that *they are jumping rope?* Are they jumping rope? *They* means the *girls.*" "Yes, this picture shows that they are jumping rope."

"Does this picture show that *he is pulling a wagon?*"

"Does this picture show that *he is wearing a blue dress?*"

"Does this picture show that *she has black hair?*"

Developing knowledge of the alphabet

This is regarded as a basic part of the language arts program in the New York City elementary schools. The learning of the alphabet — the names of the letters, their appearance, their sound, their function, their sequence — is a developmental program extending from kindergarten through second grade. The teacher will take her children through the following stages according to their familiarity with the alphabet.

Kindergarten

Children already familiar with the alphabet may:

- chant letters in sequence
- recognize the letters by name in capital and/or small letter form.

Children who are unfamiliar with the alphabet develop familiarity informally by:

- handling alphabet picture books
- handling cardboard, felt, or sandpaper cut-out letters
- singing jingles and songs involving the alphabet
- seeing signs and experience charts
- playing games involving printed materials such as those involving traffic signs or shopping at a food market.

First Grade

Direct teaching of the alphabet. By referring to and discussing horizontal perception charts, alphabet books, and chalkboard work, children grow in ability to identify letters of the alphabet.

Children are taught to associate the symbol with the letter name:

they write letters selected according to difficulty or need

they make visual discrimination during phonic instruction.

Suggested activities to reinforce knowledge of the alphabet:

Match capital and lower-case letters.

With duplicated letter on individual cards, each child takes a card, identifies it, holds it so that it is visible to other children, and then he arranges himself with the others in a line in alphabetical order.

Cards are arranged in alphabetical order for the group to see. Children close their eyes while someone removes one card. When they open their eyes, they tell which card is missing.

The teacher gives a letter of the alphabet and asks for the letter that comes before and after it: _____, g, _____.

Completing exercises which require children to fill in a series of missing letters is a good way to review alphabetical sequence, e.g., l, ___, ___, o, ___.

Find words in alphabetical lists.

Use a picture dictionary.

Children arrange themselves in alphabetical order according to first names.

By the end of the first grade, most children will have learned:

sequence of the letters of the alphabet

letter names

how to write the letters in manuscript form

arrangement of words in alphabetical order by the first letter.

Second Grade

The teacher:

extends or reviews first grade work

introduces vertical perception charts and relates the form to that found in dictionaries

introduces formal spelling.

Activities:

The teacher divides the alphabet into three sections:

A-E, F-P, Q-Z. Children look at perception chart to estimate if a given word comes at the beginning, middle, or end of the alphabet.

Children practice opening the picture dictionary to the appropriate section where a word is to be found.

Children arrange words alphabetically through the first two letters for independent spelling activity, for class picture dictionary, for individual word boxes, or for class lists.

By the end of the second grade, most children will have:

perfected ability to write letters in manuscript

learned arrangement of words in alphabetical order by the first two letters.

Third-Fourth Grades

The teacher will use activities suggested in Grades 1 and 2 to assess children's familiarity with the alphabet, for many children do not need instruction in sequence or letter names after the second grade. In the event that some children do not know alphabetical sequence or cannot associate symbols with names, the teacher continues and extends the suggested activities for Grades 1 and 2.

Suggested activities:

Teacher writes the alphabet on the board as follows

(1) a b c d e f (2) g h i j k l m
(3) n o p q r s t (4) u v w x y z

Children are to decide in which portion of the alphabet the following letters belong by writing first, second, third, or fourth after each letter.

s____ d____ h____ w____ i____, etc.

Children are to write *before* or *after:*

Does *u* come before or after *t*?
g " " " " *h*?
s " " " " *t*?
etc.

Children are to write in the blanks the missing letters.

— — — h, k — — — o, e — — —, etc.

Children are to select the word in the following pairs which would appear first in alphabetical order.

dinosaur — dinner, fairy — family,
farther — farmer, trip — train, etc.

Children are to arrange the following words as they would appear in the *t* section of the dictionary.

teacher
trouble
tumble
tongue
time
thing
talk
the
tank
test
toast
tin

Developing experience charts

Although usually associated with beginning reading, experience charts may be used throughout the grades. Effective charts constitute good context for the child's first reading experiences because they are built directly upon the children's own descriptions, expressions, and interpretation of what they are doing. In addition, they enhance the child's self-image since he may easily identify with this highly personal material. After reading has begun, charts are used to unify or integrate content area information as well as reinforce work-study skills.

VALUE

Experience charts are of value in meeting the reading needs of all children, those with divergent speech patterns in particular, because they:

help children to express themselves orally as they describe group experiences and tell of related personal experiences

help children gain in ability to use words correctly and to develop sensitivity to creative language expression

help children to think things through, marshal ideas, and arrange them in orderly sequence

help children gain in ability to recognize and use correct sentence forms

help children develop good listening habits

help children develop desirable attitudes toward the printed symbol

help children develop necessary reading skills: left-to-right progression, sound-symbol correspondence, return sweep, etc.

MECHANICS OF PREPARATION

Regardless of their purpose, charts should serve as models of handwriting, mechanics, and format, be attractive to look at, and easy to read. This involves:

Letter formation and size: These should be made in conformity with principles of manuscript writing (see *Handbook in Language Arts, Pre-K — Grade 2*, p. 163).

Spacing between the letters within a word. A word has to be seen not letter by letter but as a unit. For example:

not as h i l l
but as hill

Adequate spacing between words: If spacing is *not adequate*, the child is often unable to see where one word ends and another begins. If spacing is *exaggerated*, word-by-word reading is encouraged. *Erratic spacing* is also very confusing, interfering greatly with proper perception of what is to be read.

Examples:

Spacing is not adequate	Wewenttothezoo.
Spacing is exaggerated	We went to the zoo.
Spacing is correct	We went to the zoo.

The relationship between eye span, word recognition, and meaning: Initially, a reading skills chart uses single line statements without indentation to provide easy eye adjustment and to place repetitive words or phrases in similar position, e.g.,

We saw ____________.
We saw __________________.

Continued exposure to reading charts and increasing familiarity with trade books enable children gradually to move on to sentences recorded in paragraph form: the first word indented; sentences beginning on one line ending on the next. At first, the teacher helps the young reader by placing words to indicate thought groups. For example: The teacher leaves space at the end of a line instead of breaking up words that should be read together.

The boy - - - - - - - - - - - - - - -.
He ran - - - - - - - - - - - - - - -.

rather than

The boy - - - - - - - - - - - - - - -. He
ran - - - - - - - - - - - - - - -.

Charts may be written with India ink, black crayon, commercial printing pens on lined oaktag, white or yellow mounting paper, or large newsprint; primer typewriters are also used.

Recording Children's Language

Experience charts are based on some experience the children have had, are having, or expect to have. The children dictate, the teacher records. Through her guidance and questioning, the teacher directs the nature and content of the chart without seeming to do so. For example, if the class is composing a chart as the result of a trip, a question such as "What happened when we went on our trip" is too general and would prompt diffuse responses. A more direct question such as "What was the first thing we did on our trip?" or "What was the first thing we saw?" sets the framework for a chart developed in the sequence in which the action took place. The amount of control the teacher exercises over the content and linguistic quality of the chart is open to debate. Generally, the teacher does not accept that which is not in good taste or that which is stated in questionable language. Her rejection of material of this type does not and should not imply rejection of the child making the offering. Remarks such as "How else may we say it?", "Who can say it in another way?" (not "in a better way"), and "Let's leave that out of this story and think of something else to write" may be used to bypass this situation.

Types of Experience Charts

Experience charts may be roughly classified under four headings indicating the special purposes which each serves:

1. Creative language charts

These serve to record the children's own creative language. They may be the result of one child's expression or the individual responses of a group recorded on one chart.

If it is one child's expression, it is usually recorded on consumable paper and used only with that one child. If it involves the individual responses of a group, it may be written on oaktag or a chart tablet and preserved. Personal creative language charts may take the following form:

GRADE 1

I want to be a policeman.
I have to grow big and strong.
I'll stop cars.
I'll catch robbers.
I'll carry a stick.

GRADE 3

I went to the pool with my big sister. It was full of kids because there was no school. Some boys tried to push us around. The lifeguard told them to cut it out. When it's so hot I wish I could sleep there.

This type of chart is not meant to be used as a reading chart but for the recording of the child's actual language. It gives the child the concept that his speech can be and is represented in writing.

A creative language chart based upon individual responses of a group may take this form:

The city sounds like
  fire engines screaming.
  boys and girls yelling.
  cars zooming.
  jets breaking the sound barrier.
  cars honking.
  children playing.
  buses beeping.
  motor cycles roaring.
  sirens wailing.

2. *Work Charts*

These function as aids, reminders, and guides in the carrying on of class activities. Developed with the teacher, they provide common reading material for the entire class. Work charts commonly found in the first grade center about classroom routines such as:

Class Helpers

Plants ______________
Dusting ______________
Milk ______________
Clothing ______________
Wastebasket ______________

In the second to fourth grades, a work chart may summarize steps in carrying out an assignment or the procedures for obtaining something.

How to Care for a Book
(Grade 2)

1. Have clean hands.
2. Keep books off the floor.
3. Do not be rough with a book.
4. Turn pages with care.
5. Never write in a book.

How to Get a Borrower's Card
(Grade 3-4)

1. You must go to the library with your mother or your father.
2. You will be given a piece of paper called an application.
3. On this application you must write your name, address, school, and grade.
4. Your mother or your father must sign this application.
5. The librarian will tell you when to come back.
6. When you go back, she will give you a library card and tell you how to use it.

The above charts may be used to develop sequence of events, succinct statement of the main idea, expanded vocabulary, phonetic and structural analysis.

3. Narrative charts

These are records of shared experiences of the group such as trips, special programs, visits by resource personnel, actions of pets, etc. They may also be used as reference charts to summarize information from other subject areas. Because they tend to repeat certain words necessary to the discussion, they may be used for reading skills such as developing concepts and vocabulary, establishing sequence, fixing selected words as sight words, finding words that are the same, finding words that begin alike, etc.

Examples of narrative charts include:

Grade 1 — Social Studies

We went to the Boiler Room.
We met Mr. Clark.
We saw the big boiler.
Mr. Clark keeps us warm.

Suggested reading skills:

sight vocabulary — *We, the*
visual discrimination — *b*oiler — *B*oiler
Mr. Clark — Mr. Clark
We — We — We
the — the
initial consonant study on an auditory level —
b in *b*ig and *b*oiler

Grade 2 — Science: If there is a tree on the school block, "adopt" it. Watch for seasonal changes. Write group stories and illustrate them. Date each picture.

Our Tree

Our tree has many leaves.
The leaves are green.

September 13

Our Tree

The leaves are turning yellow.
Some leaves are turning brown.

October 12

Our Tree

Some leaves fell off.

October 20

Suggested reading skills:

- inference — time of year (obtained from observing appearance of trees)
- sequence of events
- structural analysis — leaf-leaves
- concept development — leaves are turning
- consonant blends — br, gr, tr

Grade 3 — Social Studies

September 21, 196_

Dear Mr. Miller,

We are not sure how the coal gets into the cellar. We know that the coal truck brings it to the school. Where does it go? Where do you put it?

Miss Lewis says the school will get some coal next week. When the coal comes, may we come to the cellar and see what happens?

Thank you,
Class 3-4

4. *Reading skills charts*

These are developed to teach or to reinforce some specific reading skill. The teacher will have a specific purpose in mind and will develop the chart to carry out this purpose. For instance, if the teacher in the first grade wishes to introduce the phrase *around and around*, she uses a pinwheel (or other suitable objects) as an example. As she blows on it, she develops with the children the following sentence and writes it on the chalkboard.

The pinwheel goes *around and around.*

She asks the children, "What else goes around and around?" and records their responses on the chalkboard.

John says, "A top goes around and around."
Mary says, "A carousel goes around and around."
Ricardo says, "A record goes around and around." etc.

In the fourth grade, a reading skills chart could be used to summarize structural analysis.

Word	*Prefix*	*Suffix*	*Meaning*
unable	un		not
redo	re		again
darkness		ness	condition of
penniless		less	without

Planning Reading Activities for Reading Groups

These activities are of two general types. The first is a sample framework for a guided reading lesson similar to those found in the teacher's manual of the basal reader. The second type is a series of independent activities in which a group may engage while the teacher conducts the guided reading lesson with her reading group. (See page 46 for sample plan for these two activities.)

Suggested Procedure for a Guided Reading Lesson

Preparation for reading the story

Establish background by stimulating pupils to think along the lines of the selection. Use pictures and questions to help pupils recall and discuss experiences of their own that are related to those presented in the selection.

Present new words in meaningful context.

Use chalkboard or charts for presenting these words. Lead children to read new words by applying familiar word recognition techniques such as:

Context clues
Phonic analysis
Structural analysis

Give pronunciation and meaning of any words which the children are unable to decode after reasonable effort.

Clarify unfamiliar concepts through pictures, real objects, dramatizations, etc.

Guided silent reading

Have a reading skills aim for the story (generally identified in the manual).

Discuss title and pictures in the story with the children and use these to frame key question(s) that give purpose for reading the story.

Have children read silently to find answers to the above questions. Give individual help as needed by moving about the group as children read. Give "on the spot" help and/or make a written notation of children who need further help.

Elicit answers to key questions after children have finished reading. Children give answers in their own words.

Guided oral reading

Ask specific questions especially designed to help children develop the reading skill selected such as:

finding the main idea
relating details
following sequence
drawing inferences

seeing relationships
determining emotional reactions
predicting outcomes
proving a point
etc.

Only one of the above skills is *stressed* during the reading lesson. However, it is often difficult to focus on one skill without involving another. For example, in relating details to each other and to the main idea, it is obvious that identifying the main idea will be an important part of the lesson.

Have children answer such questions by:

reading the sentence(s) in order to justify the answer

giving the answer in their own words and proving such answers by reading the appropriate sentence(s).

Rereading to extend interpretation

Encourage children to select a particularly effective passage and read it orally.

Discuss feelings, moods, etc., of characters in a story and have children read passages which gave such impressions.

Have children read dialogues, raising or lowering voice, increasing or decreasing speed, etc., as the part requires.

Discuss suitability of selections for dramatizations, either in part or whole.

Have children find pictures illustrating words or concepts, synonyms, colloquial expressions, etc.

Reinforcing skills

Provide appropriate workbook or rexographed exercises for those children who need further practice and reinforcement.

Evaluation

At the end of the activity, the teacher reviews the lesson to see to what extent it accomplished her purpose. She helps children to see whether or not they have accomplished their purposes and achieved the aim stated at the beginning of the lesson.

In preparing a reading lesson, the teacher must consider how much of a given story the children should be expected to read silently without interruption. It is important to maintain the wholeness of the story for the children. If a story is reasonably short, children can be expected to read the entire story. If the story is long, the teacher selects a breaking-off point which might reasonably end a given phase of the story. What is considered "reasonably short" is determined by the age, maturity level, ability of the children, and the nature of the selection. A general guide seems to be to terminate the lesson for the day at some point where some type of summary can be made, leaving pupils with a sense of satisfaction at having completed a task. Such stopping points may be the completion of the *Guided Silent Reading* or the *Guided Oral Reading* activities. Similarly, the teacher will select activities listed under *Rereading to Extend Interpretation* and *Interrelating the Language Arts* in terms of the abilities of the children, the extent to which a given selection lends itself to these activities, and the purpose of the lesson.

Interrelating the language arts

Following the completion of a story or even an exciting incident in a story, the teacher may use any one of the following activities that seem appropriate:

> Suggest, for independent reading, related books to enrich selection completed.
>
> Have children draw, paint, model in clay, etc., a scene or character in the story; representation of a picture word; an interesting book jacket; a picture using the title as a guide.
>
> Have children present the content of the story in another form by writing an original play, puppet show (including the making of puppets); preparing a radio or TV script "We Saw It Happen"; writing it as a newspaper article; composing an original tune for appropriate passages; drawing a sequence of pictures to tell a story; preparing riddles based upon new concepts, characters, or events.

Independent Activities for Group Work

An area of reading which needs careful attention is that of the planning and preparation of the independent activity. This activity is usually a manipulative one which the child is capable of doing alone. For the child who is reading, the independent activity provides opportunity for practicing the reading skills and encouraging growth in independence in reading.

Independent reading activities should not be mere "busy work." When planning independent reading activities, the teacher makes certain that:

the child knows exactly how to go about selecting his material for the activity to be carried out

the purpose is clear to teacher and children

the purpose is related to children's needs

the activity is one the child can do by himself

the material is at the child's independent reading level, which is usually below his instructional level

the material is carefully prepared and well-executed. (If the material is teacher-made and duplicated, it should be easy to read, with clear impressions and model handwriting.)

the directions are simple and easily understood

provision is made for the work to be evaluated by the child and by the teacher, with cooperative diagnosis and follow-up

the child knows what he is to do when he is finished before other members of the group.

For those children who cannot read independently, the teacher uses:

matching games
picture dominoes
word puzzles
anagrams
picture books
picture dictionaries
materials based on children's experiences.

For those children who are able to read independently, the teacher uses:

workbooks that accompany a basal reading series
special workbooks for skill development
newspapers and magazines
library books and trade books
teacher-prepared material.

*For Children Who Have Not Begun to Read**

Making stick figures or stocking puppets of characters in a story for dramatization. (To develop oral language as well as to check on comprehension)

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* The teacher chooses the activity according to the needs of the group.

Drawing a picture or pictures to interpret a story read to children. (To check on comprehension)

Drawing an original story in pictures. Child dictates story to the teacher when she returns to the group. (To develop story sequence)

Cutting out pictures for picture file under headings suggested by science, social studies, interests, etc. (To develop a sight vocabulary, association of pictures and words, to give practice in classifying)

Making individual scrap books on individual or group interests; car book, train book, dog book, etc. (To develop a sight vocabulary associated with pictures and words) Children may exchange books.

Arranging pictures — cut out of old readiness books — in story sequence. (To develop story sequence, oral language)

Cutting out pictures of things that go together joined by "and"; mounting on oaktag or construction paper — cup and saucer, brush and comb, hat and coat, etc. (To develop association of words as well as to give abstarct word "and" practice)

Cutting out pictures for individual or class chart of words that begin like ball, father, etc. (To develop auditory discrimination of initial consonants)

Matching pictures to pictures; matching pictures to words. (To develop a sight vocabulary — association of pictures and words)

Classifying objects or pictures — things to wear, food, toys, etc. (To develop understanding of relationships)

Working with commercially prepared pictures and word matching games such as *Matchettes, Picture Lotto, These Fit Together,* etc. (To develop a sight vocabulary — picture and word associations)

Working with craft materials such as Dixie mesh, weaving, cardboard construction, design work with colored paper, etc. (To develop concentration)

Working with basic materials such as paints and crayons. (To develop visual discrimination, color concepts, spatial relationships)

Working with nonverbal materials such as interlocking bricks, tinker toys, color design cubes, etc. (To develop visual discrimination)

*For Beginning Readers**

Draw or cut out pictures of things that begin like dog, boy, etc. Paste large pictures on class charts. Small pictures can be used for individual or class picture dictionary. Pictures may be labeled by children. (To reinforce phonic instruction)

Fold paper into boxes. List on chalkboard things to do such as:

Draw a blue coat.
Draw something red.
Draw a boy and his dog.
Draw Sally going to the store.

(To reinforce sight words as needed after a lesson)

Copy one sentence of an experience story. Draw a picture to illustrate this sentence. (To check on word meanings used in an experience story)

Draw or cut out pictures of things that go together such as knife and fork, bread and butter. Make a booklet of these pictures and label them. (To reinforce categorizing for those children who need it)

Put two columns of words on the chalkboard — one with capitals and one with small letters. Have children match them. (To reinforce visual discrimination and concept that words can be written in upper and lower case)

Cut pictures out of old workbooks or magazines. Mount pictures. Make words, phrases, or sentences to go with the pictures. Put about six pictures with matching words in an envelope. Child matches words to pictures. (To reinforce vocabulary after a lesson)

Rexograph words or phrases on a sheet. Have children cut out words and arrange in sentences. Paste after they have been checked for accuracy. (To reinforce sequential ability and comprehension skills)

Rexograph or write sentences (on the chalkboard) which tell a story. Do not put sentences in correct order. Have children rearrange sentences in order. (To reinforce sequential ability and comprehension skills)

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* The teacher chooses the activity according to the needs of the group.

Mount clear, large, interesting picture in front of room. On chalkboard of pocket chart list words, phrases, or sentences pertaining to the picture. Add some items not in the picture. Have children write those things that are seen in the picture, or have two columns labeled "yes" and "no" and have children write each under the proper heading. (To develop and/or reinforce visual discrimination of details)

Have children add endings to regular verbs, as:

play played playing plays
jump
look
laugh
pull
walk, etc.

(To reinforce the ability to supply inflectional endings)

Have children classify words under various headings, as:

colors — red, blue, green, etc.
circus words — tent, clown, acrobat, etc.
animals — horse, cat, lion, etc.

or

Have children reread a story to pick out all the circus words or farm words, etc. (To practice classification further)

*For Children With Some Reading Ability**

Read supplementary readers and library books. (To reinforce all skills, for the joy of reading)

Make up riddles about stories read. (To develop the ability to make inferences)

Devise comprehension questions on story read, using multiple choice, yes-no:

The children ...... a new store. (was, saw)
Jack has a ...... and a dog. (canary, snake, mouse)
Do apples grow on trees? (yes, no)

List vocabulary on chalkboard. (To reinforce the ability to classify)

Cross out words that do not belong:

hat, coat, table, rubbers

---

* The teacher chooses the activity according to the needs of the group.

Add a word that belongs
apple, orange, banana, ...

Put words under proper headings (Choose from list):
things to do, things to ride on, things to eat, etc.

Make up sentences involving reading or spelling words written on the chalkboard. (To reinforce vocabulary)

Alphabetize class names, new words, spelling, reading, or social studies words:

- words beginning with different letters
- words beginning with the same initial letter
- combination of the two above

(To give added practice in alphabetization)

Using dictionary, select appropriate meaning of words in sentence or story. (To reinforce the habit of looking for multiple meanings)

Some words fool you. Illustrate by pictures or sentences how one word can have two meanings. (Teacher may furnish a list of words familiar to the children:)

play face top saw cross foot, etc.

(To determine multiple meanings for familiar words)

SAMPLE READING PLAN FOR A SECOND-GRADE CLASS

The following plan is based on a two-group lesson centering about a basal reader.

SESSION	GROUP I (1^2)	GROUP II (2^2)
1	*Direct Instruction* New story Reader, p. ___ to ___ Tchr's. manual, p. ___ to ___ Aim: finding the main idea	*Independent Activity* Teacher-prepared rexographed sheet Aim: identifying affixed words in a selection; isolating the root word and its affixes
2	*Independent Activity* Workbook, p. ___ to ___ Aim: finding the main idea of a paragraph Supplementary Reading Aim: reading one story and telling the most important thing about it	*Direct Instruction* New story Reader, p. ___ to ___ Tchr's. manual, p. ___ to ___ Aim: drawing inferences

SESSION	GROUP I (1^2)	GROUP II (2^2)
3	*Direct Instruction* Tchr's. manual, p. ___ to ___ Aim: reviewing auditory discrimination of short i; blending short i sound in known words to form new words	*Independent Activity* Workbook, p. ___ to ___ Aim: reading between the lines
4	*Independent Activity* Teacher-prepared rexographed sheet Aim: identifying words containing short i in list of known words; selecting the proper word (from minimal contrasts) to complete a sentence	*Direct Instruction* Tchr's. manual, p. ___ Aim: forming the irregular past participle when the ending en or n is added
5	*Direct Instruction* New story Reader, p. ___ to ___ Tchr's. manual, p. ___ to ___ Aim: relating details to the main idea	*Independent Activity* Supplementary reading of stories related to social studies to be presented to the entire class
6	Whole class activity — Group II will share their readings of books in Session 5 with Group I.	
7	*Independent Activity* Preparing a four-part time-sequence drawing related to story read during Session 5.	*Direct Instruction* New story Reader, p. ___ to ___ Tchr's. manual, p. ___ to ___ Aim: drawing inferences

CHAPTER FIVE

Teaching the reading skills

The heart of the reading program is the body of skills that must be acquired by children for the effective use of reading as a tool for learning and the enjoyment of reading as a leisure-time activity. The reading skills may be divided into three major areas: developing word power, understanding and interpreting the meaning, and work-study skills.

The teacher's manual of the reading series guides the teacher in developing specific skills of word-attack and comprehension in relation to the content of the reader. As the teacher gains experience and begins to use other materials, she follows a sequential development of skills unrelated to particular content to insure comprehensive coverage. A suitable chart of sequentially arranged skills may be found in the companion document, *Sequential Levels of Reading Skills.*

In the material which follows, lessons in specific skills are given. They may be used with an entire class or with a small group. The lessons are identified by *grade level* and by *reading level.* The reading level is taken from *Sequential Levels of Reading Skills* in which levels of development in each skill are identified by letters from A (prereading) to H (high school). They are not synonymous with school grade levels. The reading level indicates the point the child has reached in the sequence of a particular skill. Children with a skill on Level C, for example, may be found throughout the grades.

Developing Word Power (Word-Attack Skills)

A child is taught to unlock words by nonanalytic and analytic techniques.

Nonanalytic techniques

Configuration clues: shape or distinctive characteristics of a word

- double vowels *(look)*
- tall letters *(little)*
- letters below the line *(puppy)*
- general shape *(distinguishes bubble from apple)*

disadvantages:

- useful only when sight vocabulary is small;
- not helpful for words such as and — said
  look — tool;
- does not give help with actual pronunciation.

Picture clues: as a help in identifying unknown words

imprecise:

When a picture shows a child and his dog and the accompanying sentence reads, "The boy is playing with his *dog*," the child may substitute the word *puppy* or *pet* for *dog* if he uses the picture clue only.

confusing:

Complex or cluttered pictures make it difficult to locate a specific clue.

Context clues: for word recognition, not for meaning

Use the "sense" of the sentence to identify the word *bat* in the sentence:

He hit the ball with the *bat*.

Context clues have disadvantages similar to picture clues: e.g., in the sentence

"Maria gives her *kitty* a dish of milk," the child could say *cat* or *pet* and still not lose the meaning;

Used in conjunction with phonic clues, this is an effective method of independent word attack.

Although nonanalytic techniques are useful at the *beginning* stages of word identification, they lose their effectiveness as more words are added to the child's vocabulary. In order to permit the child to make the discriminations necessary to identify a word correctly, the teacher gives direct instruction, from the beginning, in phonic and structural analysis skills which decrease the child's dependence on configuration, picture, or context clues.

Analytic techniques

Phonic analysis: the association of sounds with letter symbols.

Children are ready for phonic instruction when they can read from three to five words containing the same phonic element. (For those teachers using a basal reader series, the sequence in the manual should be followed, since instruction will then be related to the vocabulary in the reader the child is using.) A phonic element is taught in four phases. The first four lesson plans beginning on page 52 illustrate the four phases in the teaching of the initial consonant *b*.

Structural analysis: the recognition of a word by identifying the meaningful part: The subskills in the area include the ability to identify and use:

inflectional endings — jump*ing*, run*s*, look*ed*, etc.
compound words — playroom, cowboy
word roots — *hope*ful
affixes (prefixes and suffixes) — *un*kind, sing*er*
contractions — I'm
syllabication — un kind, en joy

As in phonic analysis, the beginning teacher follows the sequence of presentation found in the teacher's manual of the basal reader series. In addition, she may refer to and be guided by the *Sequential Levels of Reading Skills.*

The dictionary

As an aid to word recognition, children may use the dictionary to pronounce new words by:

noting syllabication of words
using the pronunciation key
noting the placement of the accent on words

The dictionary as an aid to pronunciation is usually introduced in the fourth grade. Prior to this, the dictionaries available and suitable for children are of the picture type. They do not give help in pronunciation.

Lessons for developing word-attack skills

The first four lessons represent a series aimed at teaching the auditory and visual perception of the initial consonant *b*, as well as the sound-symbol relationship of the letter as it appears in words and phrases. The initial consonant sound is *not* isolated generally, but is referred to as the sound at the beginning of *boat*. In working with pupils who have speech or reading disabilities, however, the teacher may find it necessary to demonstrate the consonant sound in isolation before practicing it in words. In demonstrating the sound in isolation, the teacher is cautioned not to add a vowel sound such as "uh" to make "buh" instead of *b*. In addition to distorting the consonant sound, this procedure also adds a syllable. For children who have little difficulty in recognizing or pronouncing initial consonants, no special provision for this type of instruction is necessary. Lesson numbers do not suggest that each lesson is presented only once since lessons similar to Lesson I may have to be repeated until children master the skill of auditory perception. The same will be true for Lessons II and III.

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* The teacher chooses the activity according to the needs of the group.

LESSON I

Type of Lesson: Phonic Analysis

For children in the first grade reading on Level B

Aim: to develop auditory perception of the initial consonant *b*

Materials: reference picture for initial consonant *b* (boat)

Establishing purpose:

> Last week we made a balloon into a "wind-maker" to move our boat. We wanted a lot of air so we blew up the balloon until it was very big. What happened when I blew one up too full? (It burst.) What sound did it make? (A bang.) Today we are going to find out about the sound of words like *big, bang, burst,* and *balloon.*

Development:

> Listen carefully and look at my mouth while I say the words:
>
> *bang* *big* *burst* *balloon*
>
> Now you say the words after me.
>
> (They start in the same way.) We can say they all have the same sound at the beginning or the same beginning sound.
>
> What is the same about these words?
>
> Let's check and see if we were right.
>
> Does *bang* start like *boat?*
> Does *big* start like *boat?*

Does *burst* start like *boat?*
Does *balloon* start like *boat?*

What is the same about all these words? (All start in the same way; all start like *boat*.)

We can say that all these words start like *boat*.
What picture can we use to remind us of the sound we hear at the beginning?
(Use either boat or balloon, depending upon response.)

Now listen to these words. If they start like boat, put up your hand.

city bank man cook but (etc.)

What other words do you know that start like boat? (If a child gives a blend like blue, black, brown, bring, accept it at this point without comment.)

Summary:

What did we try to do today? What words did we work with? Why did we use only these words? What picture did we use to remind us of the sound we were working with?

Follow-up:

Children find in magazines and newspapers provided by the teacher or brought from home pictures of objects whose names begin like *boat*. Children who have not been successful in this lesson are given repeated opportunities to compare similarities and differences of words using the initial consonant *b* with other initial consonants.

The length of this lesson will depend upon the maturity, attention span, and language development of the children. The pattern, with varying activities, is to be followed until children can discriminate the sound of *b* in its initial position. Discrimination begins with gross differences and continues to fine discriminations.

Gross	***Fine***
book — tree	**build — pill**
boy — sand	**bun — dog**
bill — man	

Further activities to establish auditory discrimination.

I will say three words. One will start like *boat*. Raise your hand when you hear it.

good-*bat*-toy	**pen-sun-*ball***

I will say three words. One will not start like *boat*. Stand when you hear it.

big-but-two	**bun-pin-bet**

Look around the room. Say the name of anything you see that starts like *boat*.

Prepare riddles such as:

I am round.
Children play with me.
My name begins like *boat* and *book*.
What am I?

I am thinking of something to eat. The name starts like boat. What is it?

I am thinking of a toy. The name starts like boat. What is it? etc.

LESSON II

Aim:* to develop visual perception of the initial consonant *b

Materials:* chalk, chalkboard, reference picture for initial consonant *b

Establishing purpose

> **We have had a lot of practice in listening to the sound at the beginning of words that start like *boat*. What were some of the words? (oral review) Today we are going to look at some of these words to find out something more about them.**

Development

> **I am going to write the name *boat* on our reminder card. Now I am going to say some words. If they start like *boat*, raise your hands. I will write them on the board . . . book-can-say-buy-to-will-bang-laugh-boat. (Write the words vertically so that the *b*'s are under each other. See "Before" below.)**
>
> **What is the same about all of these words? (The beginning — or the *b* if children know letter names.) I am going to put a long box**

around the part that is the same. (See "After" below.) I am going to write the word again as I say it. After I have written the word, go to the chalkboard as I call on you, and put a circle around the part that is the same as at the beginning of the word *boat.*

Before	*After*	
book	book	ⓑook
buy	buy	ⓑuy
ball	ball	ⓑall
bang	bang	ⓑang
boat	boat	ⓑoat

What other words do you know that begin like *boat?* I'll write them as you say them. Come to the board and put a circle around the part that is the same as at the beginning of the word *boat.* (If children give a blend, explain to them that although they seem to hear the same sound, that sound needs a partner from which it cannot be separated at the beginning of that particular word. Ask children to save that word for some time in the future when the class will discuss such words.)

Summary

What did we find out about words that start like boat when we saw them on the chalkboard?

Follow-up

Label pictures previously brought in by the children which illustrated objects whose names began like *boat.*

Children may paste all such pictures on a "b" page in scrap book.

This may be the end of this lesson. The same pattern, with varying activities, is to be followed until the children can discriminate the appearance of the *b* in its initial position. Further activities to reinforce the visual discrimination may include the following.

Ask children to draw a line around the part that starts like *boat* in pairs of words from their experience charts.

call-ball band-sand but-pat baby-city

As children compose experience charts, encourage them to look for words beginning with *b.*

LESSON III

Aim: **to substitute the initial consonant *b* in a known word and to blend it with other vowels or letter combinations to form a new word**

Materials: **chalkboard and chalk**

Establishing purpose

We have done quite a bit of work with words that start like *boat*. Today we are going to see if we can use what we have learned to read new words.

Development

You remember this word, *look,* from our story? What is the word? Watch while I change it. I am going to take the first letter off and I am now going to make it start like *boat*. What is the new word?

Continue above with words from children's sight vocabulary, e.g.,

toy (boy) cat (bat) tall (ball) day (bay)

dig (big) sad (bad) let (bet)

Summary

What is one way in which we can figure out new words when we want to read them? What are some new words we learned today? How did we learn them?

LESSON IV

Aim: **to apply the skill acquired in the auditory and visual recognition of the initial consonant *b* to reading words in contextual situations**

Materials: **chalkboard and chalk, rexographed sheets of exercises**

Establishing purpose

We have been able to make and read new words when we changed the first letter. You remember how we changed the first letter at the beginning of the word *look* to make a new word out of it. Come to the chalkboard and show us how we did it. (Continue review with two or three more examples.) Today we are going to see if we can read sentences that have words in them that start like *boat*.

Development

Who can read these sentences? (on chalkboard)

I play *ball.* (If children cannot read "ball,"
review steps of previous lesson.)
John is a *boy.*
I hit it with my *bat.*
I read the *book.*

Now I am going to give you sheets with sentences. We will do them together. You are going to read the sentences and put a circle around the word that belongs on the line. (In order to make sentences more meaningful, words that are not in the child's sight vocabulary may have to be used. In these instances, tell children the unknown word.)

bad
1. Mary is a ______________ girl. had

sank
2. We put money in the ____________. bank

bag
3. The apples are in the ____________. rag

ball
4. The children play ______________. call

toys
5. Juan and Eric are ______________. boys

bed
6. I sleep in my ____________________. red

tell
7. We go home at the second ____________. bell

bit
8. Sandra ______________ the cookie. sit

goat
9. I like to sail my ______________. boat

book
10. We have a new ________________. took

Phonic analysis is taught at all grade levels. The preceding lessons were geared to the stage of beginning reading. As children progress, the teacher uses the accumulated skills to give more far-reaching help and to arrive inductively at phonic principles.

LESSON V

Type of Lesson: Phonic Analysis

For children in the second grade reading on Level C

Aim: to help children develop the generalization that *when a one-syllable word contains two vowels, one of which is the final e, the first vowel is usually long and the final e is silent*

Materials: teacher-prepared lists of words as evidenced in *Development*

Establishing purpose

Every good detective uses clues to make his work easier for him. He must look carefully at evidence, piece by piece. If we look at words piece by piece, this might slow us down when we want to say them. Sometimes we can find a clue that will make our work easier for us. Today I'll give you a clue but you will have to be good detectives and find it yourselves. See if you can find the one clue that will make it easier for you to say the words I'm going to give you.

Development

This lesson requires a knowledge of long and short vowel sounds.

Auditory Discrimination

I'm going to say some words that have long vowel sounds and some that don't. Raise your hand if you hear the long vowel sound.

hit coke ride mop cake rope trip cute sat
tape tall broke

Now I'm going to say again the words that had the long sound. Where do you hear the long vowel sound — at the beginning, the middle, or the end?

coke ride cake rope cute tape broke

Can you give me other words with:

the long *a* sound?
the long *e* sound?
the long *i* sound?
the long *o* sound?
the long *u* sound?

(Accept any word that has a long vowel sound regardless of symbols or letters that represent it in the word.)

Visual Discrimination

I'm going to say some words. Listen carefully and tell me if you hear a short or long sound. (As pupils identify the sound, the teacher writes the words in two columns on the board.)

Short	***Long***
log	**cane**
sit	**ripe**
cup	**tune**
hit	**hope**
nut	**side**
met	**bake**
red	**tote**
sad	**cute**
it	**home**

How many vowel letters do you see in each word in the first column? Where is this one-vowel letter? (Teacher calls on children to underline the vowel letters.) How many do you see in the words in the second column? Where do you see them? What is the one thing that is the same about each word in the second column? (All end in *e;* all have a consonant before the *e.*) How many syllables (or word parts) do you hear in the words in the second column?

Medial Summary

What clue did you get from the words in the second column that will help you with other words? (Children state the generalization in their own words while the teacher writes it on the board.)

Blending: See if you can use the clue. I'm going to write words you already know. As I change them see if you can say the new words.

man(e) rod(e) glad(e) fin(e) mad(e) us(e) cap(e)
plan(e) fat(e)

***Summary:* What was the one important clue you were able to find in our work with vowel sounds today? How can this help you?**

***Follow-up* (exercise to be completed for homework):**

Cross out the word that does not belong in each set.
The (man, mane) had a (cap, cape) instead of a coat.
I (hop, hope) to go for a train (ride, rid).

The (cut, cute) babies look the (same, sam). They are twins.
Blind people (use, us) a (can, cane) to help them walk.
Ham must cook in the (pan, pane) for a long (time, tim).

LESSON VI

Type of Lesson: Phonic Analysis For children in the fourth grade reading on Level E

Aim: to give evidence of the mastery of the skill of identifying sound-symbol relationships of vowels

Materials: teacher-prepared lists of words as evidenced in Development

Establishing purpose

In order to be able to read fluently, you must be able to make the proper sound for the vowel letters you see. The more quickly and the more correctly you can team up the sound with the letters you see, the more quickly and efficiently you will be able to read. I am going to give you many combinations of sounds and letters. You will have to show me the vowel letter(s) you see for that sound.

Development

Auditory Discrimination

When I say a word, tell me the vowel sound you hear and whether that sound is short or long.

read and team vote will tame grain slice
tell have dupe that bread sail peace toad
(etc.)

Visual Discrimination

As I say the following words, tell me in which column they belong. (Dictate in mixed order.)

a		e		i	
short	long	short	long	short	long
chant	crane	crest	piece	built	bind
rash	freight	dread	gleam	frisk	shy
grab	gauge	said	jeep	hit	pie
					tight
					ripe

o		u	
short	long	short	long
dock	toe	shut	cute
jog	droll	lump	cue
plod	coast	cup	few
			cube

Come up to the board and draw a line under the letters that make up the vowel sound.

Medial Summary

What can you tell us about the letters that make up the sound of long *a*? long *e*? etc. What is one thing you can say about the vowel sounds and the letters that go to make them up? How does this change what we have learned about the sounds of the vowel letters up to now?

Blending

If I were to change the underlined vowels in this list of words by adding the other set of vowels, what would the new words be? Come to board and write the new words.

ai:	pan	ran	stun	ea:	red	met	set
o:	hip	dill	step	i:	set	drop	lap
ei:	ran	fright	van	ie:	fold	chef	pace

Summary: What have we discovered about sounds and the letters we use to represent them?

LESSON VII

Type of Lesson: Structural Analysis

For children in the first grade reading on Level B

Aim: to note the effect on the meaning of a verb by adding *ing*

Establishing purpose

Sometimes you see words you know with an ending added to them. This ending changes the meaning of the word. Today we are going to find out how adding *ing* changes some words we already know.

Development

Auditory and visual discrimination

I'm going to write on the board a word you all know (jump). What is this word? Now, John, I want you to do what this word says. (John jumps.) What is John doing? (John is jumping.) Yes, he is jumping. Why do we say *jumping* and not *jump*. (Call attention to the fact that the action is a continuing one.) When we say the two words, how are they different? I'm going to write the word *jumping* next to the word *jump*. What is the same about them? What is different?

Proceed in a similar manner with the other words the children already know:

jump — jumping
eat — eating
talk — talking
play — playing
help — helping
etc.

Come up to the board. Find in the big word in the second column the small word in the first column. Put a box around it, e.g.,

1	2
jump	$\boxed{\text{jump}}\text{ing}$

Medial summary

Children are guided to make the generalization that an ending has been added to each root word and that the ending is *ing*.

Contextual application

I am going to give you a sheet of paper with some sentences. You will have to choose either the root word or the root word with the *ing* ending to make sense.

Go to ______________________________.
sleep sleeping

Mary is ______________________________.
laugh laughing

______________________________ to me, Carlos.
Talk Talking

I am ______________________________ an apple.
eat eating

Summary: What did we add to our action words? When did we use an action word with *ing* added?

Follow-up: When we read our story today, raise your hand whenever you see an action word with an *ing* added to it. We will make a list of all these words on the board in the back of the room.

Getting and interpreting meaning (comprehension skills)

Comprehension skills are first taught on the oral level. Firsthand experiences, centers of interest, daily classroom living, storytelling, story reading, picture study, and interpretation — all these provide opportunities for observation and listening that develop thinking skills involving judgment, inference, generalizations, etc. The teacher's task is to transfer to the reading situation the thinking the child does in speaking and hearing situations. The comprehension skills to be developed in relation to a basal reader are identified in the subheadings of the teacher's manual accompanying each series.

Using context clues as an aid to word comprehension:

In *developing word power,* children first use context clues alone to *identify* words in their listening-speaking vocabulary. As children develop some phonic ability, context and phonic clues are used jointly to identify known words.

Context clues serve another important function. They are used as an aid in determining the *meaning* of unknown words or the specific meaning of words with multiple meanings. Several types of context clues are found in written material:

Synonyms: The boat moved across the *smooth* glasslike surface of the lake.

Antonyms: The *wealthy,* as well as the poor, may be unhappy.

Definition: A *forest* is a large area of land covered with trees.

Restatement: The *page* or errand boy ran down the street.
Apposition indicated by typographical aids:

commas: The *gorge,* a deep narrow valley, was dangerous.

dashes: The *gorge* — a deep narrow valley — was dangerous.

Getting the main thought is aided by such activities as:

Oral language stage

making up titles for experience charts, pictures, stories told or read by the teacher

Reading stage

choosing the best of several titles which have been suggested by the children, written on the chalkboard, and discussed

selecting from several sentences listed the one that tells the most about the story

restating the main idea in own words

writing one-sentence summaries of a paragraph or story

Finding and relating details: Children start by finding the details that support the main idea, since finding the main idea and finding supporting details are complementary activities.

Oral language stage

Start with a large picture showing action involving one or two characters (children, animals, etc.) against a simple, clearly defined background. The children discuss the picture, suggest titles, and select the best title. The teacher asks, "What makes this the best title?" The children study the picture anew and now find many details to support the choice. The teacher may wish to list these details on the board as the development proceeds.

The teacher reads or tells a short, simple, familiar story. The children then express the main idea in the form of a title and contribute two or three supporting details.

Before showing a filmstrip, the teacher may ask the children to try to remember two specific things; later, the two details may be recorded on the chalkboard.

Before the children listen to a recording, the teacher asks them to remember certain things. These items may then be recorded after the listening experience.

Reading stage

The teacher goes back to a familiar experience chart, such as a work chart with a title, and sentences with clearly defined details. The children read to find supporting details for the main idea expressed in the title.

The teacher develops a new experience chart. The children suggest a title for it and find details to support their choice.

Children become aware of details as they read science experiments or problems in mathematics.

Children read and follow written directions for playing a game, for finding a place, for making a simple object.

Children read details to prove or refute a statement.

The teacher asks questions that call for details of who, what, where, when, how big.

Determining sequence, another essential element of reading comprehension, is aided by such procedures as:

Oral language stage

The teacher reads or tells a simple story to the children and then asks questions.

What happened first?
What happened next?
What happened last?

The teacher follows up a story by showing a series of pictures that cover the sequence of events. She arranges the pictures in *incorrect* sequence along the chalkboard. The children retell the story, correcting the picture sequence.

Children view a filmstrip. The teacher guides the children in retelling the filmstrip story in sequence. The filmstrip may be shown again for verification.

Reading stage

The teacher uses experience charts previously developed. First, the children reread the charts as a whole to recall sequence and review vocabulary. The teacher then cuts one copy of the chart into individual sentence strips, shuffles the strips, and gives one strip to each child. The children stand in the front of the room and arrange themselves into the story sequence. The rest of the class participates by checking the correctness of the sequence.

Children read a story and retell the events in correct sequence. The teacher guides the development by questions.

Children remember or rewrite in sequential order a group of given facts from a selection read.

Children study two pictures of events related to the story they are reading and determine the time span or the sequence of events between the two scenes.

Before finishing the story, children predict the outcome based upon the logical sequence of events given.

Children construct time lines to illustrate selection read.

Drawing inferences is a skill which requires the child to "read between the lines." It is helped by such procedures as:

Oral language stage

The teacher uses questions to elicit understanding of the actions of the characters in a story and to get a reaction to an emotional tone. She develops sensory imagery and leads the children from the literal to the interpretative level of comprehension.

The teacher shows a picture with a story-telling quality; for example, a picture of a neatly dressed little boy who is crying as he sits alone on the curbstone of a roadway. The children study the picture and then the teacher asks:

What is the little boy doing?
How is he dressed?
Why is he crying?
What do you think will happen?

The teacher reads or tells a story and stops before the ending:

How do you think this story will end?

The teacher shows a filmstrip and stops before it is finished:

What will happen next?
Who can make up a new ending?

Reading stage

The teacher leads very gradually from easy levels of interpretation to more difficult levels. She encourages the children, through questioning, to interpret both pictures and text in preprimers and other simple, pictured materials with brief textual content.

The teacher develops the children's ability to explain actions, to identify with story characters, to develop imagery, and to obtain increased satisfaction and pleasure from reading.

In content area readings, the teacher asks questions aimed at:

predicting outcomes and anticipating actions: How did the work started by Booker T. Washington help his people?
making generalizations and drawing conclusions: Why would it be difficult for us to function in a world without gravity?
relating cause and effect: What causes night and day?

LESSON VIII

Type of Lesson: Getting and Interpreting the Meaning

For children in the third grade reading on Level D

Aim: to develop the understanding that the main thought may appear at the beginning, middle, or end of a paragraph

Materials: selected paragraphs from a story previously read (These paragraphs may come from a basal reader story or from content area texts. In general, it is easier to find paragraphs to develop this skill in the content areas.)

Establishing purpose

In the past few days we have seen that the main thought of a story or a paragraph usually is at the beginning. Today we are going to go over the story we read yesterday to see where the main idea of a paragraph, and, in some cases, a whole page can be found.

Development

Let's quickly go over the story we read yesterday. What was the story about? How many parts did it have? What did we say was the main thought of each part? We are going to check our books to see where the main thought actually appeared in each of these parts. Tony will be our secretary and keep a record on the board.

(Note: Concept of paragraphs has been developed previously with the children.)

Page 118, paragraph 1 — What is the main idea? Where in the paragraph is the sentence that tells you this?
paragraph 2 — " " " "
Page 119, paragraph 5 — " " " "
Page 121, paragraph 1 — " " " "

Page 122 What is the main idea on this page? Where did you find it?

Page 125 What is the main idea on this page? Where did you find it?

Summary: Looking over the record that Tony kept for us, what can you tell us about the main thought in the different parts of this story? How does this affect your reading? Why would an author put the main thought in different parts of a paragraph when he is writing a story?

Follow-up: rexographed sheet as independent activity

Read the story on pages 160-167. Answer the questions on the rexographed sheet by writing the page number, the paragraph number, and the sentence where you found the answer.

Sample: When did this story take place?

page _____, paragraph _____, sentence_______

LESSON IX

Type of Lesson: Comprehension — For children in the fourth grade reading on level E

Aim: Teacher's aim — to determine children's ability to answer questions on different levels of comprehension — literal, interpretative, and evaluative.

Children's aim — to learn about the first airplane flight.

Materials: Roads to Everywhere, Ginn Basic Readers, pages 122-131

Establishing purpose

(Relate the story to the children's own experiences.) Have you ever been in or near a plane? What kind? How long ago do you think the first plane was built? What kind of people would experiment with something like a plane? Would you like to have been the first person ever to fly? How do you think it would have felt? What might your plane have looked like? How high do you think it might have gone? How far? (Refer to story in the book.) Today we are going to read a story about the first airplane flight. It is about two brothers, Orville and Wilbur Wright. The story takes place in Kitty Hawk.

Development

Presenting new words

New words are presented in the sentences below. Children read the sentences orally and demonstrate that they understand the meanings of the new words by using them in sentences of their own.

The trees were *damaged* by the fire.
The boy wore a belt around his *waist*.
The falling man was *gripping* the ladder with all his might.
The *skids* on the bottom of the sleds made it run on the ice.

Developing concepts

Children read the sentences below and explain the meaning of the underlined phrases.

The screaming gulls flew over the fish.
Because of the level ground, the wagon would not roll.
The sailor had to test the wind before the start of the race.
He jerked off his hat and threw it into the wind.

Guided silent reading

Pages 122-125: Read the first four pages to find out how the Wright brothers got ready for their first flight. (Discussion of the steps taken for the first flight follow the silent reading.)

Pages 126-131: Read the rest of the story to find out how many flights the Wright brothers made.

Medial summary

Review high points of the story. Use as many of the new words as possible.

Comprehension evaluation

The following questions are to be answered orally. (Teacher will select a few from each section.)

Literal comprehension

Pages 122-125. (Children will have to prove their answers by skimming to locate the page and paragraph numbers of their answers.)

1. How long had the Wright brothers been at Kitty Hawk?
2. What was the first thing that delayed the brothers?
3. What went wrong next?
4. How did the skids help in the take-off?
5. Could Orville and Wilbur take off alone?
6. Why didn't the brothers take off on December 12th?

7. What was the reason for not flying on December 13th?
8. What happened on December 14th?
9. What was the weather on December 17th?
10. How many people helped to get the machine ready to fly?

Interpretation

1. What characteristic of the Wright brothers helped to make them successful?
2. How did their feelings change from the beginning of the story to the end?
3. True or false: Inventors have to go to college to be successful.
4. Why did Orville and Wilbur Wright invent the first airplane?
5. Compare air travel now and in 1903.
6. According to the story, the wing span of planes today is as wide as
   (a) 6 feet (b) 75 feet (c) 120 feet (d) 200 feet
7. The Wright brothers lived in Dayton, Ohio, but went to Kitty Hawk, North Carolina, for their flying experiments because:
   (a) they wanted to keep their invention a secret.
   (b) the weather was better and the ground was more level.
   (c) there were more people to help them there.
   (d) all their tools, material, and equipment were there.
8. Explain why it is important for two people working together on an experiment to trust each other and not to be jealous of each other.
9. How have people's attitudes toward flying changed from 1903 to 1967?
10. Do weather conditions today affect flying as much as they did in 1903? Why?

Evaluation

1. Is this a true story?
2. What factors are presented to prove this?
3. How does the author make the story more interesting?
4. What do you think of Orville and Wilbur Wright?
5. In what type of book, besides a reader, would you be likely to find a story of this type?
6. True or false: The author had to be present during the first flight of the Wright brothers in order to write about it. Explain.

7. Why do you think the author included sea gulls in his story at the beginning and at the end?

Summary: Read the part of the story that best expresses Orville and Wilbur Wright's feelings as the day of the first flight drew near.

Follow-up: Prepare a time line showing the development of air travel, using information from social studies and science.

Work-study skills (reading in the content areas)

Work-study skills are those skills the child uses when he wishes to use the information supplied by the content. They are most often taught and used in relation to reading in the various content areas. When reading in the content areas for specific information, the child uses those skills which enable him to follow directions, locate information, select and evaluate, organize, and recall.

Following directions: The teacher proceeds on an oral level from simple directions to more complex directions. These include directions related to class and group movement, directions for distribution and collection of materials, directions for handling books and materials, directions for carrying out activities, etc.

As children become familiar with written symbols, directions for work to be done are recorded on experience charts or are written on rexographed sheets. Directions become more complex and necessary as children read and work more extensively in the content areas.

Locating information: Opportunities for teaching this skill present themselves in early reading activities. Children are asked to find the page on which a story begins, use the table of contents to find a story, locate a book by its cover, etc. In addition, they are taught alphabetical sequence which is put to use initially in locating words in the picture dictionary and later in beginning dictionaries, glossaries, indices, and appropriate reference books. Another aspect of locating information is the knowledge of the sources of information. Childen are taught to select books which suit the purpose of the work being done. In addition, they are taught the use of library resources.

Selecting and evaluating: Although not necessarily doing so consciously, the teacher gives the children much practice in this skill when she expects them to select the proper answer to a question, pick out the correct picture from several, choose the story or part they like best, etc. As they progress, children are asked to find the main idea, to locate specific facts, to locate facts to prove a point, etc. (See Lesson IX)

Organizing information: This skill begins early in the child's school career. He begins to organize on the basis of concrete objects — blocks of a certain size, paint brushes, crayons, etc. Later he may place pictures together according to certain classifications — things that roll, animals, signs of spring, etc. He may similarly classify words and phrases. Ultimately, he classifies information in simple outline form.

Recalling: Children demonstrate their ability to recall when they memorize nursery rhymes, tell stories they have heard, remember directions for reaching a destination or completing a classroom activity. As children become responsible for more complex information, they are taught the use of study formulae which enable them to work more efficiently. The earliest formula may be one for the recall of the spelling of selected words; a more mature formula would be the use of SQ3R.

In addition to the general work-study skills discussed above, there are specialized study skills and specialized vocabularies which must be considered in each content area as it is being studied. These differ with the content area and the nature of the material. Specialized study skills in the various content areas include:

Science:

- classifying in terms of likenesses and differences
- explaining a technical process
- interpreting diagrams
- carrying out experiments
- arriving at generalizations
- using problem-solving information

Social Studies:

- reading pictures
- reading maps and globes
- making comparisons
- determining sequence of events
- associating events with dates

discriminating between fact and opinion
recognizing propaganda

Mathematics:

reading graphs, tables
measuring and interpreting mileage on a map
reading problems to visualize situations

In addition, each content area has its own special vocabulary that must be understood to give meaning to the subject. Some words are used in only one area, e.g., *subtrahend, longitude;* others are general words that have acquired special meaning according to the content area, e.g., *product, earth, note*. Every opportunity is used to make the child familiar with the specialized vocabulary needed in the content area.

Lessons for developing work-study skills

LESSON X

Type of Lesson:	Science Lesson Work-Study Skills	For children in the third grade reading on Levels D, E

Aim:* to make a floating compass

Materials: teacher-prepared rexographed sheets, magnets and lodestone, paper clip, needle, notched cork, plastic pan of water

Establishing purpose

Where do we get our magnets? What are they made of? How can we make our own magnets? What is one way in which early explorers used magnets? How were their compasses made? We can make our own compasses. One way to do this is to make a floating compass. What would we need? How could we make it?

Development

(Distribute rexographed sheets to the class according to the children's reading ability. Group I will get the sheets prepared on Level D, Group II those prepared on Level E.)

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* Since this is a science lesson, the reading skills are identified after the group lesson.

All the directions you need to make your floating compasses are on the sheets you have. Before you start to work, what is the first thing you will have to do? (Read through all the directions.) What is the next thing you will do? (Reread first or appropriate part to determine what materials are needed.) What will you do after that? (Follow directions step-by-step.) When you have finished, what will you do? (Reread all the directions to determine that nothing has been omitted.)

Begin to work as soon as you are ready. If you are having any difficulties, raise your hand. (Teacher circulates while children work.)

Group I **Reading Level D**

HOW TO MAKE YOUR OWN COMPASS

When Columbus came to America, he used a simple compass floating on water. You, too, can make a floating compass.

To make a floating compass, follow these directions:

Place on your table a magnet, a needle, a paper clip, a notched cork, a plastic pan half-filled with water.

Hold the magnet in one hand and the needle in the other.

Rub one end of the needle against one end of the magnet. Rub in one direction many times.

Try to pick up the paper clip with the magnetized needle.

If you can pick it up, what have you made?

If you can't pick it up, what might be the reason? Try rubbing the needle with a different magnet in one direction. Do this many times until you can pick up the clip.

Placed the magnetized needle on the notched cork and float it in the plastic pan.

Let the needle turn freely. When it comes to rest, it faces in a north and south direction. This is your floating compass.

Fill in the blanks below:

I rubbed the needle about ______ times.
I rubbed the needle in ______ direction.
I ______ pick up the clip.
I made a ______.

(Reading skill: reading to follow directions
Concomitant skills: solving a problem
drawing inferences
using context clues)

Group II **Reading Level E**

HOW TO MAKE A COMPASS

Columbus and other early explorers depended on compasses that were simply made, such as floating compasses. Columbus also carried a lodestone, a natural magnet, which he used to remagnetize the compass. You, too, can make a floating compass and remagnetize it with a lodestone from your science kit.

You will need a magnet, a needle, a paper clip, a cork, a plastic bowl three-quarters filled with water. In order to make the compass, you will first have to magnetize the needle. You do this by stroking one end of the needle against one end of the magnet. Rub it many times in one direction. Then test to see if it picks up the paper clip. If the needle can pick up small iron or steel objects like the clip, it has become magnetized. How many times did you have to stroke the needle before it became a magnet?

Now that you have a magnetic needle, you are ready to make your floating compass. Notch the cork, place the needle on it, and float them in the bowl of water. The cord will spin freely before finally coming to rest. When it does, the needle is pointing in a north-south direction. How can you determine which end of the floating compass is facing north? Next compare the "north" direction of your compass with the "north" direction on a compass from your science kit.

Your floating compass will lose its magnetism because it is only a temporary magnet. You may remagnetize the needle by stroking one end of the needle many times against one end of the lodestone in one direction. Since there were no commercially made compasses in Columbus' time, this is exactly what he did to remagnetize his floating compass.

Underline the steps you will have to follow to make the compass. Now make your own compass.

(Reading skill: identifying main steps to be followed
Concomitant skills: skimming
selecting relevant details
following directions
solving a problem)

Summary: What did you do today? How did you do it? Who helped you? Why was this possible? How are you going to use your compass? What are the advantages and disadvantages of a floating compass?

Follow-up: Start a collection of as many different types of compasses as possible (either pictured or real).

LESSON XI

Type of Lesson: Work-Study Skills — For children in the fourth grade reading on Level E

Aim: to learn the use of the guide words at the top of the page of a dictionary

Materials: one dictionary per child

Establishing purpose

Many children have been turning several pages or going back and forth in the dictionary when they are looking for a word. Today we are going to work on an easier and a time-saving way to look up a word.

Development

What is the word I have written on the board? ("cunning" — a word which will appear in the next story). Where in the dictionary will I find this word? (almost at the beginning) Why? (C is the third letter of the alphabet.) Take out your dictionaries.

What is the first thing we must do to find this word? (Turn to the C's.)

What must we do next? (Look for c-u. Elicit from the children that this will be towards the end of the C section.)

How can you tell when you have reached the correct section? (Look for the first and last words on the page.)

Of what use are the guide words on the page? Skim through the dictionary. How many pages have guide words? Now using the guide words, see how quickly you can find the following words:

dreadful *superior*

(Follow procedure established above.)

Summary: What have we done in this lesson? What have we learned from it? (Children summarize in their own words.)

Each page in the dictionary contains two guide words.

Guide words represent the first and last words on a page.

Guide words make it easier and quicker to look up a word.

Follow-up: homework assignment to find the guide words for a group of selected words.

LESSON XII

Type of Lesson: Work-Study Skills — For children in the fourth grade reading on Level E

Aim: to develop a simple and efficient way of summarizing material read

Materials: story read in previous lesson (see Lesson IX)

Establishing purpose

If we wanted to remember all the facts and important details of the story we read the other day, what could we do? (Elicit children's responses.) Today we are going to try a way of summarizing that is almost like some of the suggestions you just made.

Development

Since we already know the story we are working with, we can find the information we need rather quickly. How do you read material to find the part that will give you the information you are looking for?

Turn to page 126. Skim the page to find the essential facts in Orville's attempt to fly. What are the key words that helped you? (laying the tracks, facing the machine into the wind, Orville's strapping himself to the wings)

Following the above procedure, direct the pupils on a page-by-page review of the story. As children respond, record the answers on the board. The list may look like this:

1. Men put the track down.
2. They faced the plane into the wind.
3. They made one more check of the plane.
4. Orville stretched out and strapped himself on the wing.
5. Wilbur started the motor.
6. The plane started down the track, wings lifted, first twelve inches, then two feet.
7. A picture was taken.
8. The plane kept climbing to ten feet.
9. The plane settled gently on sand.
10. Orville flew 120 feet in twelve seconds.
11. Wilbur flew the plane even further.
12. Orville's next flight was nearly two hundred feet.
13. The last flight of the day was eight hundred feet.

Ask pupils to select the three main ideas in the story.

Getting ready for the flight
The first take-off
The next flights

Construction of the outline: Examine with pupils the thirteen points listed above with the purpose of fitting them appropriately under the three main ideas. Have pupils write the outline on paper, keeping details in proper sequence. (At this early stage, pupils are not expected to use the standard outline form. They merely list details under the appropriate heading.)

Summary: What did we develop today that will help us in remembering facts?

How can this help you in science or social studies? What could we call this activity?

Teaching reading to the child with divergent speech patterns

The actual skills in a reading program for children with divergent speech patterns are not diffrent from those in any typical reading program. In adjusting her program to work with these children, the teacher is aware of the following areas which need modification or expansion.

Language development

Although children may use language effectively at home and with their peers, this language very often differs from the language used in school and necessary to school success. The teacher provides many experiences aimed at developing an understanding of concepts and vocabulary and at increasing auditory and visual perception. More time and more intense work is spent in these activities at the prereading and beginning reading levels than in the reading program for children speaking standard English. The teacher uses as many real experiences as possible to develop concepts and vocabulary instead of relying solely on verbalization and pictures. Children should not be urged to discard their dialect completely but to develop the skill of using standard English in school situations and the dialect in out-of-school situations where appropriate. Each way of communicating has its place.

Although progress may seem slow to the teacher anxious to get into a reader, it is essential that children become better acquainted with school language before beginning to read from a reader. The experience charts discussed in Chapter IV are excellent experiences for the further development of oral language facility combined with reading skill.

Materials

Some conventional materials which have been in use in the schools over the years are not adequate for use with the culturally disadvantaged child. Newer materials which reflect the background, language, and experiences of the child brought up in a multi-ethnic urban environment seem to be more effective in meeting the interests of these children. Reading materials, such as those suggested on page 00, represent an attempt at providing more meaningful materials for urban children.

The use of audio-visual aids such as "talking books," listening centers, tape recorders, filmstrips, films, recordings, photographs, etc., merits further investigation.

Pace of instruction

Because of possible differences among the language, values, social behavior, authority figure, etc., of the home and school, the teacher paces her program carefully. Although it has always been a sound pedagogical practice to present one new learning at a time, this is especially true with the culturally disadvantaged child. More important, or equally important, the teacher reappraises each learning experience to determine whether it does not assume subskills which the child does not have. For example, one characteristic which has been attributed to the differential cognitive development of this child is that he lives in the present. Seldom has he had experiences which require him to analyze the past or plan for the future. If the teacher's questions require the child to think back to something that happened a few days or a week ago, the child may have difficulty.

In addition, the teacher finds that she may have to repeat skill instruction in order to "fix" it in the child's mind. This repeated instruction in the skill does not imply unimaginative, uncreative word-for-word duplication of the lesson but a re-presentation or reinforcement of the skill with new material and, perhaps, a different approach.

The following suggestions to the teacher for meeting the needs of those children showing evidence that deprivation has affected their adjustment to school relationships and performance seem appropriate.

THE CHILDREN	THE TEACHER
Are less confident in school situations than in out-of-school situations.	Builds confidence so that the child can expect reaction and reward from adults when he completes a task, observes things around him, expresses curiosity, asks questions, and explores ways of finding answers. Has high aspirations and expectations for all children. Communicates to child, by word or manner, recognition of progress, even if slight, and a belief in his ability to master a skill or resolve a problem.
Can accept responsiblity and enjoy importance of being requested to share in classroom duties.	Rotates duties and assignments; gives dignity to assignments by displaying names, calling attention of visitors to current monitors; discusses need for housekeeping routines; stresses individual responsibility for and pride in room appearance.
Have a limited range of concepts and vocabulary useful in school; are not accustomed to looking for similarities that help them to classify objects.	Checks constantly on child's understanding of common, everyday words. Provides experiences to develop these understandings; is alert to need to give directions for use of objects and materials "common" in many homes. Allows additional time for children to become adept in their use.

THE CHILDREN	THE TEACHER
	Plans activities involving labeling, classifying, and talking about objects. Uses verbal experiences to deepen understandings, e.g., relative sizes, types, and groups of objects.
Are limited in ability to draw inferences, or to generalize on the basis of related experiences.	Provides experiences through which she guides children to arrive at generalizations and draw inferences.
Are not inclined to review experiences, to see relation between what happened today and what happened yesterday.	Increases the number of experiences designed to stimulate recall and to relate the past to present and the future. Remarks "Yesterday we went . . . ." "Today (this morning, this afternoon) we are going to . . ."; "When we are going to . . ."; "When we were painting . . ."
Have little experience in planning for tomorrow or next week; expect immediate reward or satisfaction.	Involves children in short-range planning (morning, next lesson). Plans for immediately satisfying outcomes. Gives occasional surprise rewards. Leads children into long-range cooperative planning for special celebrations.
Have limited experience with school-type materials: pictures, books, educational toys and games; are insecure in handling and responding to them.	Provides abundance of intellectually stimulating materials and time to handle and enjoy them, e.g., games involving matching, rhyming, identifying, classifying. Gives careful direction in handling and use of materials.
Know TV personalities, commercial jingles and slogans.	Allows children to sing commercials, name favorite program. Reads nonsense poems and stories; encourages them to repeat nonsense words, to make up their own.

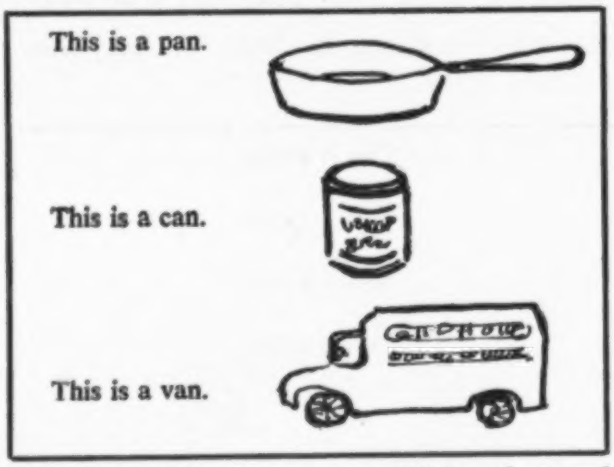
THE CHILDREN	THE TEACHER
Find it easier to discuss and evaluate incidents that are presented through dramatization rather than through verbalization.	Allows children to act out incidents using projective devices such as puppets, toy microphone, active telephone to enable child to speak freely.
	Encourages role-playing in the housekeeping corner and in solving problems of class living.
	Uses objects, pictures, stories, filmstrips, and firsthand experiences as basis for conversations and discussions.
Lose interest in sustained "talking" by the teacher or other adults.	Tries to watch her own "talking" time; encourages dialogue with children; intersperses verbal instruction with gestures, objects, pictures, pantomime.
	Gives children interesting things to talk about; limits "listening time"; watches for signs of restlessness; adjusts activities.
Have patterns of language that represent a dialect unlike language of school.	Accepts the child's language pattern for communication purposes; selects frequent, crucial class errors for correction; approaches them, not as incorrect vs. correct, but as appropriate or not appropriate in school.
Find their vocabulary inadequate, unfamiliar, or inappropriate in school situation.	Plans many activities to develop concepts and related vocabulary; checks constantly on word meanings; replaces vulgarisms with acceptable words and expressions.
May have speech patterns that result in poor communication with teacher or classmates.	Assists child in speaker-audience situation; plans program of speech activities designed to improve enunciation, pronunciation, speech melody.
	Uses tape recorder for children to record and listen to their own voices in different situations.

Teaching reading to children for whom English is a second language

The basic philosophy underlying a developmental reading program for English-speaking children is the same for children learning English as a second language. It is the content of the material and the techniques of emphasizing the oral aspects of reading that are different.

Early reading experiences

In beginning reading, children's ability to express themselves orally is very important. Their oral expression becomes the basis for their first reading charts. For second language learners, this technique can be used when children have acquired oral control of some vocabulary and sentence patterns. It is not necessary to wait until children express all their ideas with complete fluency. For example, the sentence pattern vocabulary in "This is a pan" have been presented and practiced using all the techniques for developing oral control. The children can use this pattern to talk about many things. They are now ready to see the printed form. The teacher prepares a chart, using words that rhyme with *pan* and are spelled similarly, e.g.,



This is a pan.

This is a can.

This is a van.

The aim in presenting this chart to the children is to relate the printed form to the sounds they represent. Therefore:

- The teacher reads it aloud to them as they follow. They watch and listen. She uses normal tempo, stress, and intonation, signaling these and the left-to-right eye movement with hand motions. Children are helped by the pictures to identify the meaning of name words.
- The teacher and children together read the chart aloud, using the normal tempo, stress, and intonation set by the teacher.

- The children read the chart aloud in groups — first one group, then another.
- Individual children read the chart orally.
- The children read silently to find the answers to such questions as: Who can find the sentence that tells about the pan?, etc. (not in consecutive order). Individual children find the sentence and read it aloud. The teacher makes sure that natural tempo, stress, and intonation are used in the oral reading. The group then reads the answer aloud.

In another lesson, a paper with rexographed reproductions of the chart, minus the pictures, is given to each child. The previous procedure is then repeated as each child follows, with his eyes and ears, the teacher's oral reading of the rexographed material. The teacher and children read together; then groups and individuals read the material aloud. Children then read silently to answer teacher's questions.

Follow-up can take the form of:

oral reading of sentences, words, or phrases prepared on oak tag; these are matched to the class chart and read aloud by children.

independent seat work can be done on prepared rexographed sheets.

This is a pan.

This is a man.

This is a van.

This is a can.

1) can van pan

2) This is a man.

3) van is a This

1) Cut out words; paste them under matching words in the sentences.
2) Cut out the sentence and paste it under the matching sentence.
3) Cut out words and paste them in sequence to form the sentence.

Making the Transition to Books

As children acquire oral control of more and more sentence patterns and vocabulary, narrative charts form the transition to easy books of preprimer or primer level. Reading lessons combine oral and silent reading activities. Relating accuracy of pronunciation to the printed material is necessary for these children. The teacher, therefore, serves as a model by reading orally as the children listen and observe the printed material. Comprehension of the entire selection is stressed. In general, the teacher:

- selects material that is short enough to be read in one lesson
- motivates the lesson through discussion of content which she relates to the children's own experience; awakens a desire to find out what the material says
- introduces patterns and vocabulary which are unfamiliar or may present obstacles to comprehension (these are written on the board for teaching); elicits meanings by gesture, mimicry, simple drawings, or pictures; draws attention to synonyms, antonyms, and cognates to enrich vocabulary; does not belabor the explanation of words so that too little time is left for reading. (If there are too many difficulties to explain, it may be an indication that the selection is not appropriate.)
- reads the passage aloud to the class while the pupils follow it in their books, on a chart, or in mimeographed materials; at the end of each sentence or paragraph, asks a question to check comprehension.
- rereads one sentence at a time. Pupils repeat each sentence in unison, imitating intonation and pronunciation of the teacher.
- has pupils read the entire selection in unison and individually (more able students). The intonation of spoken English is used to clarify and interpret the written material. In fact, some authorities state that the ability to relate the melody of speech to the written page is the key to good reading.
- has children read the now familiar material silently to find answers to such questions as: What is the boy's name? What is he doing? Is he having fun? How can you tell?
- uses one or more of a wide variety of exercises and activities as follow-up according to the needs and abilities of the pupils:

  multiple choice
  completion
  true-false
  matching columns
  answering questions
  dramatizing
  finding new words in text and reading the sentence
  using new words in original sentences
  illustrating the story

These reading activities are continued until children have acquired fluency in reading silently and orally. When this is achieved, children are ready to participate in the regular reading activities of the class but may need addtional help. The teacher explains those words, patterns, or idioms that might present obstacles to comprehension for these children.

A more thorough analysis of the language difficulties and of the language instruction preceding reading will be found in *Handbook for Language Arts, Pre-K, Kindergarten, Grades One and Two,* Chapter 6, pages 309-370.

CHAPTER SIX

The Evaluation of Reading

The effectiveness of long-term and day-to-day planning and teaching depends in large part on the teacher's knowledge of each child's reading status and instructional needs. For most of the pupils in our schools, a program of formal standardized testing and of informal testing and observation form the basis of evaluation in reading.

Using standardized tests to evaluate reading

A standardized test by no means gives a full description of a child's performance in an area of academic knowledge. It yields a sample of his performance under certain prescribed conditions. In fact, the broader the area tested, the more limited the picture that the test can give. A half-hour test of visual discrimination of words might give a very good assessment of ability to discriminate between the look of one word and the look of another; a half-hour test of comprehension of reading material can give only an approximation of what the child can do in a real-life reading situation.

Using standardized tests to measure various aspects of reading achievement can, however, give a general indication of achievement, if not an exact one. The scores children get on tests give important, if not perfect, evidence about general level. When used for a very large group of children as a survey of their accomplishment, standardized tests of reading can yield valuable and reliable evidence to the classroom teacher as to the general characteristics of the achievement levels of the group and its subgroups. When the test results are used in the case of the individual child, great care must be taken in interpreting the child's score because of several factors inherent in the test and in the variability of human performance which may cause error.

Explicit instructions for giving the standardized test are contained in the manual accompanying each test. In order to preserve the validity of the test, it is necessary that the teacher follow these directions precisely. Most of the standardized tests given in New York City are scored by machine. The teacher uses the test results to:

- determine the range and levels of reading achievement in her class by listing scores in sequential order
- compare the present status of each child with his previous status and thus study growth
- group her class for instructional purposes
- plan instructional programs and choose materials for her superior, average, and slow-learning children
- identify specific weaknesses in reading skills for the class or individual pupils
- assist her in reporting the child's achievement to his parents.

Every teacher should take time out to study the actual test papers after they have been rated to find out what is behind the test scores for her class and for each pupil. (This will depend upon the scoring system and the availability of the scored papers.) The number of clues she may discover will vary with her experience, her understanding of the nature of the tests, and her knowledge of her pupils.

Of course, the most obvious use of test scores is in grouping children for reading instruction. This kind of general grouping, however, is only a partial guide to the kind of teaching and practice each child needs. Children's test papers have much to tell in terms of common class needs or group deficiencies.

A common misuse of test scores is to select reading materials on the basis of test scores alone. The norms provided with a test are based only on samples of achievement of a large group; they are not indicators of whether a particular publisher's basal reader or trade book is right for a child. The publisher's designation of a grade level for his material is only his approximation. The test shows only how a child works under pressure. A far better approach to selection of reading materials is the informal textbook test described on pp. 91-92.

In assessing the reading ability of non-English-speaking children, it should not be assumed that they cannot read at all. They may already have some reading power in their own language, and a brief test in a book in that language may give surprising information. On the other hand, bilingual children may be able to read English orally but may not understand the meaning of what they read.

The importance of standardized procedures to dependable test results

The method of administering standardized tests is very important. The following are some general considerations for an efficient testing program.

- In order to obtain reliable results, a uniform testing procedure must be followed.
- Before beginning a test, all the necessary materials should be on hand.
- The examiner should be familiar with the test and with the instructions for conducting it.
- The examiner's manner should be pleasant, but forceful. A loud scolding voice should be avoided. The willing cooperation of the pupils must be obtained for a true evaluation of their ability.
- The rooms in which tests are administered should be quiet, well ventilated, and equipped with furniture suited to the size of the pupils tested. Tests should not be administered in auditoriums or exceedingly large rooms.
- The directions for a test should be followed verbatim. No supplementary explanations should be given.
- The time limits of a test should be strictly enforced. A stop watch is desirable. If an ordinary watch with a second hand is used, it is necessary to exercise great care to insure accurate timing. The examiner should record the starting time in minutes and seconds immediatetly at the beginning of each part of the test.
- Accurate scoring of tests is very important.

*Assessing readiness for formal reading instruction

A many-angled view of the child's readiness for formal, systematic instruction in reading is of special concern to the teacher in the first grade. A teacher thoroughly experienced with first-grade children can usually make a dependable judgment as to a child's maturity and readiness for formal reading instruction, but the less experienced teacher finds herself uncertain in deciding about a number of her children. Administration of a good readiness test can be a help in forming a

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* See Appendix C for *Suggestions about Preparation of Pupils for the Administration of Metropolitan Reading Tests.*

judgment. Most readiness tests aim to appraise such areas as vocabulary and concept development, ability to understand and interpret oral language, and ability to discriminate visually between letters and words. The child's ability to obey test directions and keep at a task should also be appraised as he takes a test. The test results form only part of the appraisal. Even more important are the teacher's observations of each child in the day-to-day activities of the class. The *New York City Prereading Assessment,* for instance, recommends that in making a decision, the teacher should consider whether a child is seriously below the average in any of the following: language development, personal and social adjustment, physical functioning, or intellectual functioning.

The informal evaluation of reading

The evaluation of children's reading should never be regarded as a one-time occurrence that consists of administering and scoring a standardized test. By far the most important evaluation is that which occurs all through the year in the day-to-day classroom activities. In general, the two avenues for the teacher in this ongoing evaluation are her careful observation of the pupil and the informal tests she uses as needed. She may either devise these tests for a specific purpose and on a specific reading level, or adapt exercises and brief tests that are in the reading material her pupils are using. There is no formal test material superior to that which the teacher designs to fit a particular situation. Needless to say, the actual material in standardized achievement tests should *never* be used outside of the formal test situation.

Informal tests and observations may help answer many questions about a child's reading that formal large-group tests are not designed to answer:

What level of reading material can this child read?
What basic reading skills is he proficient in?
Which ones is he deficient in?
What new and higher skills is he ready for?
What specific work-study skills can he already use?
What could I teach him now?
What is his attitude towards reading and toward improving in reading?
Does he need special motivation more than most children?
What kind of subject matter is he most interested in?
Can he work independently?

Is he persistent about finishing a job he has begun?

Is he careless or indifferent in doing his assignments?

Does his attention to a task often fluctuate?

Using the informal textbook test

The informal textbook test presented here is a valuable aid to the teacher in many ways. Like all procedures, it should be used thoughtfully. The figures and percents suggested in the section on interpretation may be modified. Furthermore, since teachers may differ in what they consider to be a reading error, the informal test is not objective, and the grade level it yields should be regarded as a useful instructional aid and not as the equivalent of a grade norm. Besides, some errors are more serious than others. If Jane reads, "During the summer, plants *story* food for the following winter," she not only needs help with the word *store*, but, more important, has not learned *always* to read for meaning — a very serious deficiency.

The informal textbook test is not the only avenue to an appraisal of reading status. Even before the tests are given, the cumulative reading records have information to give about performance in previous grades and give the teacher a clue about where to start the test.

Samples of reading material not only furnish an idea of the pupil's general reading, but also serve diagnostic purposes. Using a sheet for each child, the teacher records the child's errors as he reads from the book, noting such items as words miscalled or not attempted, hesitations, repetitions, poor phrasing, unfamiliar phonic elements, and responses to various types of comprehension questions. Such a procedure, particularly for poor readers, contains valuable clues to individual instruction. In addition, undesirable habits like lip movements, head turning, or keeping the place with the finger can be noted. Though this kind of diagnostic procedure is time-consuming, it is used when the teacher needs to evaluate a child's status or progress.

THE INFORMAL TEXTBOOK TEST is an important measurement instrument in teaching reading.

At the beginning of the school year, the test is used:

1. To determine a child's instructional reading level.
2. To aid in requesting appropriate reading material.
3. To diagnose abilities and deficiencies in skills.
4. To aid the teacher in grouping children for reading.

During the school year, the test is used:

1. To move a child from one instructional level to another when his reading material is too easy or difficult.

2. To evaluate his mastery of skills taught.

3. To determine the instructional level of a newcomer.

4. To complete the record of a child being transferred.

At the end of the school year, the test is used:

1. To evaluate a child's reading progress.

2. To complete his reading record before sending it on.

3. To provide supervisors with information that will help them in planning their next year's school organization.

Testing At or Above Primer (1^1) Level

1. Conditions. Each test is to be administered individually. Other children should not hear the responses.

2 Materials. Obtain basal readers in a specific series, ranging from one year below to one year above the child's reading level, as noted on his Reading Record. Use, if available, the free Informal Textbook Test pamphlet prepared by the publisher of the series being used (this pamphlet indicates by page numbers the selections best suited for use in tests and provides suitable comprehension questions for each indicated selection).

Or, prepare an original test: *(a)* Select a passage of about 100 running words in a story without too many unfamiliar concepts. *(b)* Prepare four comprehension questions based on the selection, including literal meaning and finding details; getting main idea; drawing inferences; and reacting to the story.

3. Procedure. Choose a basal reader corresponding to the child's instructional level as noted on his Reading Record. Introduce the selection; establish rapport, tell a little about the story, tell the proper names, and ask the child to read *orally without previous silent reading.*

4. Scoring. Note and count errors as follows:

- *Nonrecognition Errors.* Each *different* word a child does not know (tell him the word after five seconds) or mispronounces counts as one error. Words mispronounced because of foreign accent are *not* counted as errors.
- *Addition Errors.* Count as one error all words the child adds, regardless of the total number of additions.
- *Omission Errors.* Count as one error all words the child omits, regardless of the number of omissions.
- *Endings Errors.* Count as one error all endings the child omits, no matter how many endings are omitted.

Interpreting the Informal Textbook Test

1. If a child makes fewer than 5 errors, repeat the test on a reader at the next higher level. Continue until the level at which he makes about five errors is reached.

2. If a child makes more than 5 errors, repeat the test on a reader at the next lower level. Continue until the level at which he makes about five errors is reached.

3. If the child makes about 5 errors, then ask the four comprehension questions. A score of 75 per cent or higher indicates that this is the child's instructional level. If he scores lower than 75 per cent, then:

a. Prepare another test of 100 running words from a story at the level on which he scored about five errors.

b. Have the child read the new selection *silently.*

c. Ask him four comprehension questions.

d. A score of 75 per cent or higher indicates that this is the child's instructional level; but if the comprehension score is lower than 75 per cent, then assign him the reader *one level below* the one used in this test, for this is the child's instructional level. Work closely with him on his comprehension skills.

Testing Below the Primer (1^1) Level

When testing below the primer (1^1) level, select 15 different words (no proper names) from the back of all pre-primers in the basal series being used for the test — perhaps every fifth word from a list of about 75 words.

Type (primer typewriter) or print (manuscript) the 15 words in a column or on separate cards. Ask the child to read the words aloud. Note his errors and evaluate:

1. If he does not know any of the words, provide him with a reading-readiness program.

2. If he recognizes between 1 and 12 words, then provide him with more pre-primer work, for this is his instructional level.

3. If he recognizes 13, 14, or 15 words (does not miss more than 2 words), then start him on the primer (1^1), for this is his instructional level.

Determining status or progress in specific skills

Continuously, throughout the school year, the teacher makes decisions about children's progress in specific reading skills through brief informal tests of the specific skills. Just as important is direct observation of what the child is doing and how he does it as he is working. Above all, the appraisal of reading skills should not be thought of in mechanistic terms; it would be erroneous to suppose that a specific procedure could be followed unvaryingly. The situation, the skill under consideration, and the available material suggest the techniques of evaluation the teacher uses in studying her children.

For example, the child's performance on a job frequently offers clear clues. If the child has worked for a few sessions on a series of tasks that give practice in following directions, and has performed quite well, it is wasteful to have him go on with the exercise even though the booklet has dozens more. He is obviously able to perform this particular task and is ready to undertake something else.

Another way to judge a child's competence in a skill is by a brief informal test. The teacher may choose passages in a reader or textbook (on a suitable reading level) that illustrate the skill she wishes to test. A few written questions (for a group of children) or oral questions (for a single child) may quickly determine how well children are functioning.

If tests of this kind are devised from time to time, they will accumulate and become a file that can be used again. It is important to remember that not only the skill itself but also the difficulty of the material must be considered. In all cases, the teacher must make certain that she is really testing the skill she wants to test.

Brief tests of phonics and other word recognition skills are not difficult to develop. It should be noted here that mimeographed material from copyrighted workbooks is contrary to copyright law. However, these workbooks offer good suggestions and frameworks that can be used as models in constructing short tests. Sample tests which assess the need for phonic instruction follow. Through these tests the teacher is able to pinpoint the phonic element which needs further instruction and eliminate those elements which have obviously been learned.

INITIAL CONSONANTS

Number your paper (or rexographed form) from 1-18. I will say some words. Think of the first consonant you hear in each word. Write just the first consonant on your paper. For example, if I say *fan,* what will you write? If I say *march?*

Now we are ready to begin. Listen carefully. (Dictate words in sample below, using normal pronunciation.)

Correct Response		*Sample Word*	*Correct Response*		*Sample Word*
1.	m	mean	10.	v	voice
2.	t	tail	11.	j	juice
3.	b	board	12.	z	zip
4.	f	fence	13.	g	gate
5.	w	wait	14.	r	rose
6.	h	hide	15.	y	young
7.	p	paint	16.	l	late
8.	s	sand	17.	k	kite
9.	d	desk	18.	n	neat

FINAL CONSONANTS

Number your paper (or rexographed form) from 1-15. I will say some words. Think of the last letter you hear in each word. Write just the last letter you hear on your paper. For example, if I say *bus,* what will you write? If I say *pull? safe?* Now we are ready to begin. Listen carefully. (Dictate words in sample below using normal pronunciation.)

Correct Response		*Sample Word*	*Correct Response*		*Sample Word*
1.	m	hum	9.	j	judge
2.	t	flat	10.	z	size
3.	b	rub	11.	g	beg
4.	f	self	12.	r	hear
5.	p	drop	13.	l	wheel
6.	s	case	14.	k	oak
7.	d	add	15.	n	chain
8.	v	dove			

CONSONANT BLENDS

Number your paper (or rexographed form) from 1-19. I will say some words. Think of the first two letters you hear in each word. Write just the first two letters on your paper. For example, if I say *ship,* what will you write? If I say *that?*

Correct Response		*Sample Word*	*Response Correct*		*Sample Word*
1.	bl	blade	11.	gr	grape
2.	cl	clean	12.	pr	prince
3.	fl	flag	13.	tr	trail
4.	gl	glove	14.	sc (sk)	scarce
5.	pl	please	15.	sm	smart
6.	sl	slam	16.	sn	sneeze
7.	br	bread	17.	sp	spine
8.	cr	cream	18.	st	still
9.	dr	drape	19.	sw	swell
10.	fr	free			

VOWEL SOUNDS

Number your paper (or rexographed form) from 1-10. I will say some words. Listen for the vowel sound. Write the vowel you hear and *short* or *long* depending on the vowel. For example, if I say *hill?* (short *i*) If I say *seem?* (long *e*). Now we are ready to begin. Listen carefully. (Dictate words in sample, using normal pronunciation.)

Correct Response		*Sample Word*	*Correct Response*		*Sample Word*
1.	short *i*	kick	6.	short *o*	pop
2.	long *e*	steel	7.	short *u*	stuck
3.	short *a*	camp	8.	long *i*	dime
4.	long *o*	goal	9.	short *e*	step
5.	long *a*	rake	10.	long *u*	cute

With regard to sight word recognition, it sometimes occurs that pupils repeatedly fail to recognize certain words (whose, their, would, etc.) that occur with special frequency. With the exception of nouns, words that occur most frequently in reading material form the basic sight vocabulary of 220 service words devised by E. W. Dolch. (See Appendix A.) It is probable that the average third-grade child ought to know all these words without hesitation. A quick individual test should discover the words the pupil does not know. These can then be put on cards and used as the basis of short practice sessions and games towards establishing mastery of these "service" words.

It should be apparent from the content of this chapter that the evaluation of reading is an important objective. A number of techniques have been suggested. Through a day-by-day, everyday application of these techniques, the appraisal of children's growth and needs in reading can help in improving the achievement of all learners.

APPENDIX A

A Basic Sight Vocabulary of 220 Words — E. W. Dolch

(Reproduced with permission of the author)

These words make up 50 to 75 percent of all school reading matter. They are arranged in order of difficulty. For instructional purposes it is important that they be known in any order and not just as they occur in the columns. The list may be divided into small units for use with very poor readers.

a
I
too
to
two
the
in
see
into
and
up
blue
she
yellow
he
go
you
we
big
red
jump
it
play
down
for
old
is
me
look
can
good
brown
six
be
today
not
little
one
black
my
at
all
so
by
do
are
him
her
on
green
eat
four
said
away
run
they
that
going
did
who
like
come
had
saw
no
long
yes
an
three
this
around
was
just
ten
get
if
soon
its
some
from
fly
then
but
as
under
before
walk
stop
out
his
make
your
ride
help
call
here
sleep
cold
will
pretty
them
when
round
am
white
funny
put
take
of
say
or
ran
work
with
there
about
after
what
ask
sing

must
five
myself
over
cut
let
again
new
well
have
how
keep
drink
sit
made
went
has
seven
right
why

please
upon
give
once
together
us
tell
ate
where
many
warm
laugh
live
now
came
buy
very
hold
would
hot

open
light
their
pull
may
goes
small
find
could
fall
think
far
found
read
were
best
because
grow
fast
off

draw
bring
got
always
much
does
show
any
try
kind
wish
carry
know
only
pick
don't
gave
every
which
our

want
thank
better
clean
been
never
those
write
first
these
both
shall
own
hurt
eight
wash
full
use
done
start

APPENDIX B

Suggested Bibliography of Professional Literature

Bond, Guy L. and Timker, Miles A. *Reading Difficulties — Their Diagnosis and Correction.* New York: Appleton-Century-Crofts, 1957.

Describes the nature and causes of reading difficulties. Gives specific help in methods of diagnosing and steps in correcting reading difficulties in the formative stages. (Not a recent publication but still of great value.)

DeBoer, John and Dallmann, Martha. *The Teaching of Reading.* New York: Holt, Rinehart and Winston, 1964.

A general book on the teaching of reading in the elementary school. Word recognition is not treated as extensively as in other books. The chapters dealing with comprehension and work-study skills, however, offer many detailed analyses and activities.

Durkin, Dolores. *Phonics and the Teaching of Reading.* New York: Teachers College Press, Teachers College, Columbia University, 1965.

Discusses nature and content of phonics and its relationship to reading; specific examples of classroom procedures for helping children with sounds of letters and letter combinations; phonic generalizations and syllabication are included. Contains a chapter on linguistics and reading.

Finocchiaro, Mary. *English as a Second Language from Theory to Practice.* New York: Regents Publishing, 1964.

First-Grade Reading Programs. Perspectives in Reading No. 5. Newark, Del.: International Reading Association, 1965.

Contains a description of the basic philosophy, and in some cases an evaluation of many approaches being used in teaching reading in the first grade — individualized reading, basal reading, linguistic approach, phonic approach, new alphabet approach, language experience approach.

Gray, William S. *On Their Own in Reading*. Chicago: Scott, Foresman, 1960.

Deals entirely with word perception. Part I discusses principles and generalizations in the use of context clues, word-form clues, structural and phonetic analysis. Part 2 presents a comprehensive sequential program in word analysis with innumerable specific activities.

Harris, Albert. *Effective Teaching of Reading*. New York: David McKay, 1962.

A basic book in teaching reading. Discusses word attack, vocabulary development, comprehension and efficiency in reading with specific sequence of development in many areas. Appendix contains a concise summary of phonics.

Lee, Dorris and Allen, R. V. *Learning to Read through Experience*. New York: Appleton-Century-Crofts, 1963.

Describes the language experience approach as a plan for developing reading ability as an integral part of the communication skills. Contains many examples of language experiences in reading as well as suggested group and individual activities.

McKee, Paul. *Reading, a Program of Instruction for the Elementary School*. Boston: Houghton Mifflin, 1966.

This book provides specific help in teaching reading divided into two phases: Grades 1 and 2, Grades 3-6. Each skill is discussed and developed in detail. Many supporting activities are provided. A good source for teachers who are looking for the "how to" in reading.

Monroe, Marion and Rogers, Bernice. *Foundations for Reading*. Chicago: Scott, Foresman, 1964.

Covers the prereading period. Establishes the relationship between many aspects of child growth and development and the process of learning to read. Contains many specific activity suggestions related to the skills they are designed to develop or strengthen. Major focus is on the developmental reading program for the classroom.

Smith, Nila Banton. *Reading Instruction for Today's Children*. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.

Discusses the major growth areas of skill development in reading: word identification, meaning, study skills, fluency, and rate together with many practical suggestions. Part 4 contains four chapters concerned with prereading and initial reading instruction. Valuable in giving an overview of the total reading program for elementary schools.

VEATCH, JEANETTE. *Reading in the Elementary School.* New York: The Ronald Press, 1966.

Discusses individualized reading in detail. Gives examples of methods of grouping children according to interest and need. Section dealing with the alphabetic principle is clear, precise, and very valuable in beginning reading instruction.

WHIPPLE, GERTRUDE AND BLACK, MILLARD H. *Reading for Children Without — Our Disadvantaged Youth.* Newark, Delaware: International Reading Association, 1966.

Gives specific suggestions for reading activities for children with inadequate experiential background and divergent speech patterns.

WILSON, ROBERT M. *Diagnostic and Remedial Reading: For Classroom and Clinic.* Columbus, Ohio: Charles F. Merrill Books, 1967.

A recent book written in clear, uncluttered style. Specific suggestions for diagnosis and remediation.

Professional Journals

Elementary English, National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois (published monthly October to May)

The Reading News Report, P.O. Box 63, Wethersfield, Connecticut (published monthly October through May, except December)

The Reading Teacher, International Reading Association, Box 695, Newark, Delaware (published monthly October to May)

APPENDIX C

Suggestions about Preparation of Pupils for the Administration of Metropolitan Reading Tests*

Introduction

What is proper, ethical, and educationally desirable preparation for, let us say, a nationally standardized reading test? This question has been asked frequently by superintendents and principals. In this memorandum I attempt to provide constructive suggestions. These stress the use of oral or written questions on the day-by-day reading materials. These stress, also, the periodic teacher-made or committee-made tests. They warn clearly: Never use any form of the nationally standardized Metropolitan Reading Test for preparation or practice.

The day-by-day questions on reading material and periodic teacher-made tests are entirely proper, ethical, and educationally desirable preparation for a nationally standardized test. Furthermore, I believe that they will improve instruction in skills important in reading comprehension.

On Thursday, February 16, 1967, at a meeting of the Association of Assistant Superintendents, I offered some suggestion on the preparation of pupils for the administration of the Metropolitan Reading Tests. Here in capsule form are the major suggestions:

> *In daily reading instruction at grade 4 and above, stress such skills of silent reading as:* (a) stating the main idea of a paragraph or selection; (b) getting the literal meaning or direct detail from a sentence or phrase; (c) making inferences from the facts stated; and (d) determining the special meaning of a multi-meaning word used in a selection.

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* Memorandum from J. Wayne Wrightsone, Assistant Superintendent for Research, Board of Education of the City of New York, Office of Educational Research to District Assistant Superintendents, Feb. 24, 1967.

At periodic intervals administer to pupils teacher-made or committee-made reading tests which are similar in format to the Metropolitan Reading Tests. At grade 4 and above these tests will contain some selections or paragraphs followed by four types of questions or items indicated in the preceding statement. (See Appendix A.)

At grade 5 and above mimeograph a separate answer sheet so that pupils will gain practice in marking a separate answer sheet. This is an attempt to approximate the nationally standardized test-taking experiences of children.

Such periodic test-taking exercises will probably be of more value to disadvantaged than advantaged children. It will not harm either type of child.

NOTE: Subscribers to Scholastic magazines such as *News Trails, News Explorer, Young Citizen,* and *Newstime* will find reading tests following this format issued three times each year. (October, January, May)

Strive for good mental health. If the teacher and supervisor follow the suggestions about stressing day-by-day attention to the various skills in reading instruction and the periodic use of teacher-made tests similar to the Metropolitan Reading Test, a good foundation has been laid for a confident pupil attitude. If the pupil knows the reading skills the nationally standardized test is to cover, he is more likely to be relaxed and calm in the crucial test situation.

It is permissible to administer tests other than the Metropolitan Reading Tests to accustom pupils to the taking of tests. This is especially true of the use of older and obsolete reading tests not currently used. The Bureau of Educational Research has constructed and published tests: *Growth in Reading:* Test C and Test D, which measure the reading skills, or objectives, as previously described. These are listed on the Bureau of Supplies *Approved List.* (NOTE: Do not depend on the grade norms reported. They are obsolete.)

Review *briefly* a day or two before the administration of the nationally standardized test the objectives or skills that have been a concern of the day-by-day instruction and the periodic teacher-made tests. *Don't try cramming;* it will probably do more harm than good.

Do not administer or discuss specifically any form of the Metropolitan Reading Test. Research has shown that administration of a parallel form of the test a week before the test is administered will produce a practice effect, on the average, of two or more raw score points. The administration or discussion of the specific form of the test administered is fatal. The results are useless and misleading. It is an abuse of standardized tests.

It is unethical to administer or discuss with pupils a parallel form or the specific form of the test to be used in a citywide survey of reading or any other subject.

Suggestions of Sources of Selections for Test Exercises

Where can teachers or committees for a school or district look for paragraphs or selections for test exercises in reading comprehension? Here are some suggestions which offer guidelines for action:

- Use or adapt a paragraph or paragraphs from a basal reading textbook or any supplementary reading books to provide a *selection* from which questions or items previously defined may be contributed to measure aspects of reading comprehension.
- If the teacher or committee prefers to write "original" selections, newspaper stories, magazine articles, or social studies and science books provide excellent ideas which may be developed into "original" selections or paragraphs.

Format of the Test Exercises

The basic design of each test exercise (similar to the Metropolitan Reading Test of grade 3 and above) involves four basic aspects of reading comprehension which are consistent for each exercise. Additional optional items are not necessarily included in each test exercise. These categories provide the basis for indicating that the comprehension test has analytical features for use by the teacher.

- *Main thought.* Ability to select the main thought of a passage; ability to judge the general significance of a passage; ability to select a headline for a passage.
- *Literal meaning.* Ability to understand a writer's explicit statements, to get the literal meaning of what is written, to identify direct details in the passage.

- *Reasoning in reading.* Ability to weave together the ideas in a passage and to see their relationships; ability to draw correct inferences from a writer's statements; to go beyond the literal interpretation to the implications of the statements.
- *Word meaning (Vocabulary).* Ability to determine from the context the meaning of an unfamiliar word; to select the one of several known meanings of a word that is most appropriate in its particular contextual setting.
- *Optional skills* or abilities that are occasionally tested include: Ability to determine a writer's purpose, intent, or point of view as expressed in the passage; ability to determine the tone or mood of the passage. These are mainly inferential items and may be subsumed under "Reasoning in reading."

General Suggestions

1. Use fresh material that children will not be likely to have read in popular books. Avoid familiar fairy tales, fables, etc.
2. Avoid "tie-in" items or questions that depend on a previous question for aid in answering.
3. Avoid "obvious" answers to questions in which children can select the answer without reading the selection.
4. Keep the vocabulary level of the questions consistent with the vocabulary level of the reading selection or paragraph. Both should represent about the same level of difficulty.
5. Maintain an appropriate and representative emphasis upon the modern urban cultures and subcultures.

EXAMPLE OF A READING TEST EXERCISE — GRADE 3 OR 4

The following selection or paragraph has been adapted from a story in a children's magazine for a reading test exercise. As such, it requires paragraphs or exercises that permit items and questions that test the following: (a) main idea or theme of the passage; (b) literal meaning of a part of the passage; (c) an inference or conclusion to be drawn from the passage; and (d) a *word* with multiple meanings whose specific meaning can be determined by the *context* in which it is used in the passage.

> Theodore Roosevelt was President of the United States many years ago. He was also a famous writer, soldier, and explorer.
>
> But he was never too busy to write letters to his six children. He

wrote to them whenever he or they were away from home. He began when the children were very, very young, so at first he sent funny little "picture letters" that he drew himself. He kept on writing often until the children were grown up. He gave them a *report* about their pets, or about the family, or what he saw on his travels.

Roosevelt's children saved the letters because they were so funny and interesting. You can read them today in a book called "Theodore Roosevelt's Letters to His Children."

1. A good name for this story is

___A Helpful President __X__A Loving Father (Main idea or theme)
___A Great Artist ___A Busy Traveller

2. Besides being President, Theodore Roosevelt was

___a mayor ___a printer
___a sailor __X__an explorer (Literal meaning)

3. Roosevelt sent "picture letters" because

___he liked taking pictures
___he liked to draw (Inference)
__X__the children couldn't read
___he was travelling

4. As used here, *report* means

___call back __X__story (Multi-meaning word)
___complain ___repeat (See dictionary)